

SCHOOL LIFE

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New Education for a New Japan

by Harold Benjamin, Director, International Educational Relations Division

The following statement represents some personal observations of the author and should not be interpreted as suggesting in any respect the views of the Advisory Group on Japanese Education, of which he was a member. The official report of the Group will be made to the Supreme Commander for the Allied Forces in Japan, and through him to the Japanese Government and people.

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The crushing defeat of Japan in war does not necessarily spell final defeat for the Japanese people. It may be the means of bringing to them the motives and materials of a great nonmilitary victory. The processes and outcomes of modern wars show that the final victory of any people must be a victory of peace. The most powerful weapon for winning a victory of peace is an education directed toward the welfare of all the world. Japan now has her chance to develop such an education.

Educational Needs and Wants

Japan's richest and most plentiful resources are the abilities and spirit of her people. The smiling, polite little boys and girls in her primary schools, their bare legs often blue with cold but their eyes shining with eagerness to learn—these are symbolic assurances to every Japanese citizen that his country can become great, not in military power or geographic extent, but in the development of a peaceful and prosperous culture.

To achieve this greatness, what do

the Japanese need educationally? How nearly do they desire what they need? What are some of the difficulties in the way of attaining those needs?

It is clear that first of all the Japanese need a social-civic education to plant their feet firmly on the road to peaceful democracy. The terms of surrender require it. The guns of the occupation forces guarantee it. The aims of many liberal Japanese citizens include it.

Second, the Japanese need a scientific and technological education of a high order of quality and amount. A people of seventy millions on home islands of about the same area as California, with much of their land too mountainous for cultivation, must live in large part by their technical skills. They must develop these skills or die.

Third, the Japanese need extensive and richly varied education along artistic and individual lines. With the necessity to make and export goods which other peoples cannot or will not make, the Japanese must rely heavily on every possible creative ability in the country. They need an education, therefore, which will give every boy and girl the fullest chance for individual growth. For the New Japan, a regimented, rigidly uniform education would be fatal. Its schools must study each pupil's abilities and interests and develop them along highly individualized lines. They must give women the same educational opportunities as men. They must give poor children the same chances for good schooling as rich chil-

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The Congress of the United States established the Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

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Attention Subscribers

If you are a paid-up subscriber to *Education for Victory* you will receive SCHOOL LIFE until the expiration of your subscription as indicated on the mailing wrapper.

During the war, the U. S. Office of Education increased its free mailing lists extensively in order to serve the war effort as widely as possible. It is not possible to continue these extensive free mailing lists for SCHOOL LIFE, but the periodical is available by subscription as indicated above.

Everybody Can Help

Even though nearing the end of their terms and with some already closed, schools throughout the Nation are enlisting in their local communities for a kind of teamwork that means life itself to multitudes of children throughout the world.

Our country is helping and will continue to help in the prevention of starvation abroad where men, women, and children scarcely feel anything but the horrors of war; scarcely know anything but the sorrows of human suffering. Yet the world is trying to turn from war and suffering to peace and human happiness. Broad, long-range vision for these desirable goals is imperative, but barriers will come and as they come each one must be met and conquered. Famine for a half billion people in many countries looms as an immediate desperate barrier to peace and happiness. Every community in this country can share in conquering this barrier.

With an understanding of human relations and a desire to serve, the schools—administrators, supervisors, teachers, students, and others—can help save thousands of lives by putting forth their maximum effort toward:

1. *Producing food.*—Every plot of ground—at home, at school, on vacant lots wherever available—if properly planted and tended, can add its bit to the sum total of the world's food supply. *Keep "food" growing.*

2. *Conserving food.*—Every reasonable saving should be made, particularly of wheat, fats, and oils. These are foods most needed in famine areas. *Waste not.*

3. *Sharing, not hoarding.*—Keep in mind that whatever food one does not buy may directly or indirectly be shared with those whose need is immeasurably greater than ours. *Help in the sharing.*

4. *Giving leadership.*—Effective contributions can be made by school officials and teachers everywhere in the country through their intelligent leadership and encouragement of home, school, and community programs and efforts to produce, conserve, and share food until famine has been conquered. *Put leadership to work.*

The Famine Emergency Committee states that "every active advocate of food conservation who can convince other people of the importance and practicality of determined effort to make more food available for relief is doing a job that needs to be done."

The next few weeks will mean life or death for millions who face famine—that is immediate. What happens within those few weeks will mean the moving forward or backward of the goal for world peace, for human happiness,—and that affects us all.



To Maintain A Lasting Peace

In addressing the Governing Board of the Pan American Union at the observance on April 15 of the 16th anniversary of Pan American Day, President Truman said in part:

"In the years that lie ahead, it will be the task of the American Republics to do their part in creating and maintaining a system of world peace which will eliminate the fear of war and establish in its place a rule of justice and world cooperation.

"To maintain a lasting peace, the peoples of the world have now shown their willingness to use force, if necessary, to prevent aggression or the threat of aggression.

"We all realize, however, that the exercise of this kind of force, while it may hold aggressors in check, will not of itself eliminate the deep causes of unrest such as those responsible for World War Two. Underneath the Nazi madness were the material distress and spiritual starvation born of poverty and despair. These evil forces were seized upon by evil men to launch their program of tyranny and aggression.

"The danger of war will never be completely wiped out until these economic ills which constitute the roots of war are themselves eliminated. To do that we must achieve the kind of life—material, cultural and spiritual—to which the peoples of this world are entitled. To that objective we must all dedicate our energies and resources."

(From page 1)

dren. Japan, with her cities reduced to rubble and with the clutches of famine at her throat, can take no chances on educational inequalities. She is scourged by the whips of not-to-be-denied conditions to give every child and adult in the land the best possible individualized education.

With respect to social-civic education, the Japanese have a high level of insight. To a marked degree, they want the kind of education they need in this area. Most of the school men and women of the country appear to want Japan to become a peaceful democracy, and appear to recognize that education is the crucial instrument for reaching that goal. They know that many changes in the curriculum and methods of instruction and a new direction and spirit in the education of teachers are necessary even for a beginning in learning the ways of democracy.

In science and technology, also, the Japanese recognize their need and plan to meet it with the requisite schooling. The speed with which they adopted Western science, the thoroughness with which they applied technology to the industrialization of their country, and the quality of the original contributions they have made to certain sciences show that they believe in science and want their children educated along scientific and technological lines.

In relation to the individual-artistic side of education, the Japanese are not very conscious of their needs. A few of them recognize the uniqueness of the individual and the role that artistic experiences can play in developing that uniqueness. Many of them still tend to regard conventionalized pictures, music of regular and accepted pattern, and formalized literature as most desirable. In this respect their educational insight is low. They do not want what they need for the development and expression of the individual personality.

Specific Changes

These are the educational needs and wants of the Japanese people. What are they doing now and what can they do in the future to meet these needs and wants?

At the present time the Japanese school system provides 6 years of pri-

mary education for all children. Probably half the time in the primary school is devoted to instruction in reading and writing the highly complex ideographs of Chinese origin, supplemented by the elaborate Kana syllabary. The Ministry of Education is now pledged, moreover, to teach Romaji, the Western alphabet, in the primary schools. About 1,400 Kanji ideographs are taught in the primary school, and the average primary school graduate is said to remember about 600 of them. A knowledge of 2,400 is required to read a newspaper readily.

The use of Kanji is now under attack by liberal Japanese who maintain that it serves feudalism by keeping culture away from the common people; that like the saber it has been used by militarists and policemen as a symbol of authority; and that if the Confucian classics are necessary they can be written in Romaji and read by all the people. Opposed to these views are those of literary scholars who hold that cultural losses would result from revision of the language and that reading Japanese in Romaji alone would cause a decline in the patriotic spirit.

I am convinced that this question of the reform of the written language is one of tremendous moment for the future of the Japanese school and the Japanese nation. It seems clear to me that Romaji or some equally phonetic alphabet should be adopted for the writing of Japanese and that this reform will have to be carried out decisively under national control. To attempt a gradual change from Kanji to Romaji over a 10-year period, as has been advocated by some Japanese, will serve only to increase the confusion and difficulty of the reform.

The middle schools, higher schools, and universities of Japan are designed to select the best brains of the country and train them for national service. They do not achieve this end. They are too restricted in enrollment and in curriculum to find and develop the abilities which the new Japan must have to live.

The Japanese must first of all expand the secondary schools and enrich their curriculum. They should have at least five times as many pupils of ages 13 to 18 in the secondary schools as are now

enrolled. Manpower is one of the most plentiful commodities in Japan. The country can find no better employment of its adolescent boys and girls than universal secondary education.

The new Japanese secondary school must be one of the best secondary schools in the world, or it will not be adequate to the needs of the new Japan. It must be thoroughly Japanese and not an imitation French *lycée* or American high school. It must provide education for the most effective citizenship possible both for Japan and for the world. It must discover and develop every scientific, artistic, vocational, and personal trait which its pupils can use for their own good and for the welfare of their country.

For the next 10 years, the expansion and improvement of secondary education in Japan, the selection and preparation of teachers for the new secondary schools, and the necessary betterment of the administrative machinery to do this job will be a "number one" project for the country. The accompanying democratization and advancement of college and university education and the improvement of elementary school services will be made with relative ease if the secondary school task is attacked and carried through with daring and determination.

An Article of Faith

With the memory before us of our men who suffered in the Pacific War, and particularly of those who did not return from Attu, Guadalcanal, Iwo Jima, Okinawa, or the other fields of that cruel struggle, it is admittedly hard for us to look upon the Japanese and their problems with the calm tolerance which in our hearts we know the world situation demands, which we know we must give to the world if it is to survive, and which I am persuaded we Americans will give to the world.

The famous quotation of John Donne which furnished the title of Hemingway's novel concerning another war tells us never to ask "for whom the bell tolls," since it always tolls for each of us. We who defeated the Japanese in a war so rugged that it made the throat-cuttings of Jenghis Khan look like tea parties, who sank their Navy, who shot their airplanes out of the sky

who broke their Banzai charges with M-1 and BAR, who burned them out of their holes, and who razed their cities to the ground—we above all people must not now make the mistake of thinking that a bell of disease and starvation, degeneracy and despair, can toll for the Japanese children without tolling for our children too. Every city or county, every town or hamlet of our country is not only a part of its State and of the United States; it is also bound up with the fortunes of Japan, of Asia, and of all the world.

This is an article of faith, of course, and not susceptible to proof, but I believe it is the faith which, put into practice, will eventually help remove the mountains of international ill will and cause the bells of peace to sound always and everywhere for all men.

"Swords Into Ploughshares"

The findings of a field study of the schools of the armed forces made during the summer of 1945 has been published under the title, *Swords into Ploughshares—What Civilian Education Can Learn From the Training Program of the Armed Forces*. The study was made by Dr. Raleigh Schorling, professor of education, University of Michigan, and 27 students enrolled in a graduate course at the University.

The foreword of the study states: "The project illustrates what may become a common practice in the years ahead. Perhaps in the postwar years experienced school people, both men and women, may be banding together to study a common problem where the data are most readily available. Perhaps they will be flying to Los Angeles to study the counseling system, to Australia for a study of comparative education, or to Washington to inventory the resources of that city that may be used to enrich the curriculum of our schools. In brief, here is a workshop with a single clearly defined problem."

Copies of the report may be obtained from Eugene B. Elliott, State Superintendent of Public Instruction, Lansing 2, Mich.



Commissioner Studebaker receiving the Silver Medal for Distinguished Service in War Finance, from Vernon L. Clark, National Director of U. S. Savings Bonds Division, Treasury Department.

Commissioner Awarded Distinguished Service Medal

As the representative of a million teachers in 225,000 American schools with 30,000,000 pupils, U. S. Commissioner of Education, John W. Studebaker has been awarded the Treasury Department's Silver Medal for Distinguished Service in War Finance.

Honor Million Teachers

In presenting the medal, Vernon L. Clark, National Director of the U. S. Savings Bond Division of the Treasury Department, said: "During the war the schools of the Nation sold more than two billion dollars worth of U. S. savings stamps and bonds, at the same time teaching thrift and forming habits of regular saving and wise money management. We are gratified that schools in all States are continuing this program in peacetime, for its value to the Nation has been too great to measure only in dollars. Through you we are honoring the million teachers who made it possible."

Lesson of Thrift

"On behalf of the Nation's schools," Commissioner Studebaker stated on receiving the medal, "I accept with thanks this token awarded by the Treasury Department in recognition of the splendid patriotic contribution made by the teachers and pupils of our country. I, too, pay tribute to them. The lesson of thrift learned in wartime by the children and youth of America will stand them in good stead in time of peace. It is my earnest hope that the schools will continue with unabated enthusiasm their participation in the School Savings program, sponsored by the Treasury Department with the cooperation of this Office."

Teacher Shortages in 1946

by Benjamin W. Frazier, Senior Specialist in Teacher Training

RECOVERY of America's schools from wartime teacher shortages has been unexpectedly slow. The majority of the men and women in the armed forces have returned to civilian occupations, industrial reconversion is well advanced, and several million persons are on unemployment rolls. Yet most States report little or no improvement in the teacher shortage situation. In fact, the quality of teacher personnel, which suffered greatly during the war, continues to deteriorate in many sections of the country.

More Emergency Permits Issued

The first and most important of the available measures of teacher shortage is the number of teachers who cannot meet the legal requirements for regular teachers' certificates. Reports received by the U. S. Office of Education in January and February, 1946, from nearly all State departments of education, show that the number of public-school teachers who do not meet the regular prewar certification standards, and who are permitted to teach upon emergency permits or "certificates" issued for one school term only, has increased approximately 57 percent over the number of teachers who were issued such certificates in 1943-44. The number has increased at a phenomenal rate every year since the war began, as shown by the following data: 1940-41, 2,305; 1941-42, 4,655; 1942-43, 38,285; and 1943-44, 69,423. In 1944-45 the National Education Association reported a partially estimated total of 78,665 persons teaching on emergency permits. During the present year, 1945-46, reports to the Office of Education show that a partially estimated total of 108,932 teachers in service hold these substandard credentials. This huge number approximately equals the total inflow of all new teachers normally beginning service each year in American public schools. It represents a 38 percent increase over the number of emergency permits held last year, as reported by the National Education Association.

Throughout the war period to the present time, relatively few changes have been made in regular certification requirements, although the enforcement of minor requirements has been liberalized somewhat. Certification officers have been reluctant to suggest changes in statutory regulations governing requirements. They realize the danger of losing, for a long time to come, their hard-won prewar gains.

The nature and extent of the losses in the quality of teacher personnel through emergency certification cannot be stated precisely, but they are serious at best. So great are the variations in the qualifications of teachers among States and between rural and city schools, that thousands of holders of regular certificates may be found who have no more than a high-school education; whereas, in other places, emergency teachers may be found who have 4-year-college or higher degrees. Moreover, in most places where studies of the qualifications of emergency teachers have been made, their average preparation as a group has been found to be about 1 year short of regular minimum requirements. Although some emergency teachers were excellent instructors, a large proportion are immature young people, teachers past the retirement age, instructors with no professional training, and many other persons hired as a last resort to keep the classrooms from closing.

The teacher-turnover rate of about 10 percent before the war had practically doubled in 1943-44, reaching 20 percent in that year, according to reports to the Office of Education. There was some improvement in 1944-45, according to the National Education Association, which estimated that the turnover rate had then dropped to 14.7 percent. Many of the teachers with the greatest mobility had entered military service or war industry by that time, and the marriage rate had dropped somewhat. However, part of the increase in stability, if a loss of one teacher in every 7 can be called stability, was due to the continuance of war emergency teachers

into their second or third year of employment. Continued persistence in teaching of the least qualified members of this group threatens further to retard the postwar advancement of teacher personnel standards.

There are still too many overcrowded classrooms. Furthermore, the prewar decline in the school population has stopped temporarily, and elementary school enrollments are beginning to reflect earlier rises in the birth rate.

Causes for Heavy Outgo and Light Inflow of Teachers

The immediate causes for the continuance of severe shortage conditions include a combination of unusually heavy withdrawals of teachers from the schools and an increasing shortage of replacements for those lost. The most important factor in bringing about these conditions is the unfavorable competitive position of teaching in the employment market. This is plainly indicated by the relatively higher wages and salaries paid in industry, and in other nonteaching occupations which demand college preparation.

Although probably less than 85,000 teachers of every kind served in the armed forces of World War II, such service was the next most important wartime factor in teacher shortage. At this time, it is no longer a major factor. Probably marriage now has second place; but this is an important factor at all times. The return of veterans to their former teaching positions is being offset to some extent by the resignation of married women to reestablish homes disrupted by the war. However, marriage, death, retirement, and involuntary separation from positions are always relatively stable factors in the situation.

The growing shortage of newly prepared replacements for teachers separated from the profession, which is the second major cause for the prolongation of the teacher shortage, is affecting materially both the number and quality of the teaching staff. This shortage of

newly prepared teachers has been forecast for several years by huge drops in the enrollments of teachers colleges and in teacher-preparation curricula in colleges and universities. During the war there was also a large decline in the percentage of college graduates placed in teaching.

The American Association of Teachers Colleges, whose membership includes the majority of the teachers colleges of the country as well as some liberal arts colleges, and university schools and colleges of education, reports that the October enrollment in 156 member institutions has varied as follows: 1941, 106,960; 1943, 52,869; and 1945, 66,803. Thus, the decrease in enrollments from 1941 to 1943 was 50.6 percent, a loss equalled in no other type of 4-year institution. A substantial 26.3 percent increase from 1943 to 1945 compares favorably with the increase in other types of institutions of higher education, but the enrollment in teachers colleges in October 1945, still constituted only 62.4 percent of the enrollment in October 1941. There has been not only a heavy loss in enrollments over a period of several years, but also losses in student quality, as indicated by the relaxation of selective admission requirements in nearly all teachers colleges having them. Since the preparation of the typical elementary school teacher legally requires about 3 years of college work, and of the typical high-school teacher, 4 years, the continuing deficits in enrollments in the teachers colleges and teacher-preparing curricula of colleges and universities forecast continuing deficits in the number of graduates.

Recent reports from the National Institutional Teacher Placement Association indicate not only that the most critical teacher shortage of the war was reached in 1945, but that the shortage will continue for at least 2 more years. The 245 universities and colleges reporting prepared 5 percent more teachers than they prepared in 1944, and placed 9 percent more of their graduates into teaching positions for 1945-46, than they did in 1944-45. The State teachers colleges reporting prepared 7 percent fewer graduates for teaching positions in 1945 than they did in 1944, and placed 13 percent more of their

qualified graduates into teaching in 1945-46, than they placed the preceding year. Proportionately, more graduates are being turned out in the field of high-school teaching than in the field of elementary-school teaching, where the shortage is greater. Substantial increases in the number of new teachers in both fields are expected next year, but the increases will constitute only a small part of the total number needed and will not bring up the supply even to the usual normal demand.

An appreciable number of veterans are entering teachers colleges and schools of education, and many more will enter next year. It is easy to over-emphasize the effects of this movement on teacher supply, however. A vastly greater proportion of the spectacular inflow of veterans into higher education goes into technological colleges and schools and into nonteaching curricula of colleges and universities than into teacher preparation. Even in teachers colleges, a high percentage of the veterans are entering lower division general curricula, preprofessional or terminal vocational courses, or other nonteaching work. Whether or not a sizable percentage of these can be induced to continue or transfer into teacher-preparation courses remains to be seen.

Estimates made by various authorities concerning the time necessary to reach approximate normalcy in the college output of teachers usually range from 2 to 5 years. A factor that is not taken into account in most of these estimates is the loss of nearly a million high school pupils—nearly 1 in every 6—during the first 3 years of the war. Many, if not most, of the potential teachers who then left high school will never return. Some of the differences in estimates may be accounted for by the fact that the supply of newly qualified teachers of academic subjects in high schools and of teachers in large cities, highly urbanized areas, and high-salary States, will reach approximate normalcy some time before a normal supply is provided for elementary school grades, vocational and special subjects, and rural schools.

Further Action Necessary

What remains to be done? Not only are wartime ravages on teacher person-

nel to be repaired, but the promising advances in teacher qualifications made before the war are to be resumed and new gains achieved. More than 100,000 emergency teachers should be brought up to prewar standards or replaced. Tens of thousands of oversized classrooms should be put on a more effective working basis, discontinued educational services restored, and new ones introduced. Enrollments in approved teacher-education institutions and curricula should be increased temporarily to the full capacity of the institutions and permanently increased by at least one-third.

The courses of action necessary to complete these tasks are generally known. The main thing is for those who support the schools to continue the vigorous use of the means they have already found effective in holding and recruiting competent teachers. By far the most effective action that can be taken is to give teaching a favorable competitive place in the employment market for professional workers. There has been progress in this direction but not enough progress. The average annual salary per teacher increased from \$1,441 in 1939-40, to \$1,728 in 1943-44. In 1945, it was estimated as \$1,786. Somewhat more than \$1,900 is paid today. This increase of more than one-fourth since 1940 is encouraging. But it is not to be forgotten that the amount was inadequate to start with; that workers in private industry, most of them noncollege trained, earn an average of at least \$500 more per year than the typical teacher; and that the increase has not yet overtaken the increased cost of living, even before taxes are deducted. Moreover, current and contemplated adjustments in wages and prices throughout the country threaten to outmode even the most progressive among the currently revised teacher salary schedules.

With the raising of salaries, efforts to improve working conditions in teaching should be continued with more vigor. Since 1940, several State and large city school systems have introduced teacher retirement systems or strengthened old ones. The number of teachers scheduled to receive old-age assistance through retirement and pension provisions increased from 76 percent in 1940, to more than 99 percent in 1946. A number of

these plans, however, provide inadequate retirement incomes and should be greatly strengthened. Restrictions against out-of-State and married women teachers, although broken down somewhat during the emergency, still persist in thousands of school systems. Teacher-tenure provisions have been strengthened somewhat but the typical teacher still faces an annual threat of dismissal. The lack of inexpensive, effective, centralized public teacher-placement services is still a painful one. More important than many of these needs, however, is the expression, both in material and human terms, of a more favorable public attitude toward teaching as a profession. This would go far toward holding many idealistic teachers who enter the profession because they wish to participate in a fine type of public service.

There is growing evidence that the strenuous wartime efforts which kept the public fairly well sensitized to the needs of the schools have been prematurely relaxed. There is a long and arduous campaign yet to win.

Traveling Art Exhibits

A unique service to rural Nebraskans through traveling art exhibits is provided cooperatively by the State University's School of Fine Arts and Extension Division. The idea was originated by Nellie May Schlee Vance, Director of Art in Extension.

The plan consists of lending an exhibit which contains six mounted full-color prints of famous paintings and two framed original works to the county superintendent of schools. The superintendent calls a meeting of all the rural teachers, at which the exhibit is presented and its use explained. Each school in the county may have the exhibit on display for a week before passing it on to the next school on the list. The pictures are packed into a light, strong case for transportation.

An attempt is made in these rural traveling art galleries to show children that scenes with which they are familiar are subjects fit for painting. Therefore, the originals sent out with the exhibits are by Nebraska artists showing Nebraska scenes, the report states.

Association for Supervision and Curriculum Development Holds Its First Postwar Conference

THIS first postwar conference for members of the Association for Supervision and Curriculum Development of the National Education Association, held recently in St. Louis, had for its general theme the "Setting of Our Instructional Sights." These "Instructional Sights" were viewed through wartime experiences of the schools and of the armed services. Attention was continually drawn to the need, on the one hand, for increasing cooperative efforts of instructional and administrative staffs to supply the guidance needed by children and youth and, on the other hand, for a deepening appreciation of our relationships to the people of other countries as a means of understanding issues which affect the whole world community. The emphasis both upon the adjustment of school programs to the growth needs of children and upon the responsibilities of educational leaders for helping to develop a world in which all peoples may have improved opportunities for better living, were directed toward building a peaceful and united world.

In his opening address on "The Emerging Social Setting for Education," Dr. Goodwin Watson provided a keynote to give direction to discussion groups and general meetings which followed. He reviewed the changes which have occurred in our governmental and economic structure, in sciences and technology, in human values and quality of social thinking and indicated that the speed with which we have moved ahead almost makes our present conception of curricula outmoded.

In the light of these changes the schools today need to teach more about the way in which government functions, to be more concerned with the development of moral values than material production as we have in the past, and to realize that the survival of our own civilization depends in a large degree upon the values we place upon human beings.

Attention to Study and Guidance of Youth

Other general sessions centered attention upon curriculum development in

relation to its organization within schools, to "frontiers" in supervision, and to a consideration of children's needs. In each of the groups the study and guidance of the growth and development of children and youth received first attention. Closely related to this major responsibility, were reports of group-sharing of experiences, resources, and personnel for curriculum programs at State, area, and local levels; of the stimulation of leadership in studying school problems; and of the discovery and use of special talents among teachers.

Emphasis was given to the organization of schools on a continuous promotion basis in contrast to separate school grades, as better suited to a curriculum designed to meet children's needs. Discussions also included the use in curriculum building of parents' contributions and of survey reports of opinions expressed by men in the armed services which throw into relief many of the problems our democracy faces and result in such questions as, "Can we live in isolation from other countries?" "What are the issues involved in building the peace?" "How can they be clarified for school use?" Recognition was given to individual patterns and rates of learning among boys and girls to which teaching techniques need to be adapted.

Participation of the audience in these general programs was made possible by the collection of written questions and by referral of them to speakers and to panel members serving to help clarify issues. A somewhat similar procedure was followed in the group discussions, which were organized around varied aspects of supervisory procedures and curriculum construction. A chairman and several discussants brought before each group such issues in relation to the topic presented as they had found challenging and practical. Opportunity was provided for questions and contributions from the members.

Topics for these group discussions presented many aspects of the basic problem—for example, discussions of curriculum planning included those at

regional, State, city, and community levels, and also for college and high-school students. Special aspects of curriculum development centered upon human relations, international understanding, modern facilities for a modern curriculum, contributions of the library to a modern school program, equipping future teachers for the modern curriculum, and a curriculum for this scientific age. It is expected that summaries for many of these discussions will be made available later to Association members.

Meetings of Standing Committees

One of the most vital parts of the Association's program was the series of meetings of standing committees held prior to the 2-day discussion and general sessions. They were open to all members. A listing of some of these committees indicates the nature of the total program of the Association aside from the work of the Board of Advisory Editors for the periodical, *Educational Leadership*. Among the committee meetings held were those for the Editorial Board of *Building America*, which is sponsored by the Association, the Legislative Committee which has been responsible for the "Listening Post," which appears each month in *Educational Leadership*, and the Committee on Interpreting Children and Youth Through Films—a joint project with the Association for Childhood Education and the National Association of Supervisors of Student Teachers, which has resulted in a classified and

descriptive directory of films related to children's growth and development. Several other committees which met are responsible for research reviews and studies of school administration.

Throughout the conference appreciation was expressed by the five hundred or more members in attendance, who represented all parts of the country, for this first postwar professional meeting, and for the return of opportunity to exchange ideas with others having special interest in the improvement of supervisory services, of instruction, and of curriculum. Many "before and after meeting" discussions referred to the challenge included in Dr. Harold Hand's report of soldiers' opinions on what precipitated the war. Especially was this true in the reference to our comfort and belief in our security which tends to keep thought in the status quo in contrast to the vital need of projecting thinking and action into the conditions which are "wasting the victory instead of building a constructive, forward looking peace."

Officers of the Executive Committee elected for 1946-1947 include Bess Goodykoontz, president; Gordon Mackenzie, first vice president; Paul Misner, second vice president; James Hosic, field secretary. Continuing members are Edgar M. Draper and R. Lee Thomas. The new board member is Mary A. Haddow. These officers and board members met following the conference to map plans for the coming year's program.

Association of State Directors of Elementary Education Meets

A 2-day conference of the Association of State Directors of Elementary Education was held in St. Louis just prior to the recent meeting of the Association for Supervision and Curriculum Development. Twenty-six States and the District of Columbia were represented by a group of 40 State directors and members of the staff of the U. S. Office of Education.

School Visiting and Group Discussion

Following the successful experience of previous conferences, the first day was devoted to school visiting and group discussion of the class work ob-

served. Through the helpful cooperation of Dr. William N. Sellman, St. Louis Assistant Superintendent of Schools, arrangements for the school visits were made with the principals of the two schools selected for observation—the Jackson School, Jennie Wahlert, Principal; and the Clinton-Peabody School, Stephen L. Pitcher, Principal.

Two visiting groups of State directors alternated between the morning and afternoon sessions of the two schools, and each group was entertained at lunch in the cafeteria of the school

visited during the morning. Both groups met in the afternoon at the Jackson School for a final discussion and appraisal of the day's experiences, with principals and some staff members present. Both schools are located in underprivileged sections of the city. Children at the Jackson School represented many nationalities. They spend at least 1 year with the same teacher and a number of the classes are of the slow-moving type. Because few of the children continue into high school, the teachers provide learning situations in keeping with both the general maturity of the boys and girls and their levels of achievement. The situations observed included science, music, art, reading, gardening, and general school services such as management of the school lunch program.

The Clinton-Peabody School, one of the largest in the city with an enrollment of 1,700 pupils, is located near a Federal family housing project. The staff was especially interested in a program of improvement in reading skills, in the rotation of teachers between kindergarten and first grade, in the educational use of the school library and lunchroom, in boys' choirs, and in scheduled programs of selected moving pictures adapted to the interests of different age levels.

Members of the visiting group expressed interest in the types of activities included in the school programs which were adapted to the needs of the children enrolled. Especially appreciated was the cordial hospitality extended to the visitors by the boys and girls, as well as by the teaching staffs and the principals.

State Problems and Programs

The conference on the second day was opened under the chairmanship of the president of the Association, Helen Heffernan, Chief of the Elementary Division of the California State Department of Education, with brief reports of State problems and programs from each person in attendance. Included were reports on changes in school legislation, new appropriations for special and general services, adjustments in the preservice education of teachers, publicity programs, workshops, current emphases in curriculum construction, and in developing cooperative relationships

between the schools and the communities which they serve.

The program which followed was divided into three sections centering upon general topics proposed by a majority of the directors as the program was being planned. These included Securing Balance in the Elementary School Curriculum, Education for Children Below Six, and The Relation of State Departments of Education and Higher Education Institutions in Pre-Service and In-Service Training of Teachers.

Recommendations for Action

The following recommendations, prepared at the suggestion of the group, were approved.

Size of Elementary Classes.—It is the opinion of the Association of State Directors of Elementary Education that effective teaching in the elementary school must be based on children's needs and abilities, and directed toward physical, mental, social, and emotional growth. Scientific guidance of children depends on thorough acquaintance with each child and adjustment to his needs. This is impossible with large groups. Because of the welfare of children as well as the health and efficiency of the teacher, we recommend that groups be limited to approximately 25 in kindergarten and grades 1-8, with a decreasing number of children in groups of younger children.

Clerical Help for the Elementary Principal.—The Association of State Directors of Elementary Education, recognizing the need of releasing professional personnel for professional service, recommends and urges the employment of a qualified full-time clerk to serve in the office of each elementary school principal whose school enrolls 300 or more pupils. For schools whose enrollment numbers 800 children, two qualified full-time clerks should be provided.

Recruitment of Teachers.—The Association of State Directors of Elementary Education recognizes the continuous professional education of teachers as a critical function of State departments of education, in cooperation with institutions of higher education, and the public schools. Recruitment looms large as an immediate problem in professional education. The improvement of the status of the teacher is the first

incentive to be used in any program of recruitment of future teachers. The status of the teacher in American society, including social acceptance, desirable living and working conditions, and salaries should be comparable to that of any other profession. State departments of education, teacher-training institutions, and local leadership must coordinate their efforts to secure and train capable teachers for service, and must make it possible for teachers to grow in service. It is proposed that a committee of this Association direct attention to the problem of securing a sufficient supply of teachers qualified to meet the challenge of educating some 21,000,000, young Americans of elementary school age.

Terminology.—Since an increasing number of terms is being used to denote school programs for children under the age of six, due both to the general growth of interest in the education of young children and to the many war-time programs developed, it is hereby resolved that this Association recommend: (1) that the period of child growth and development from 2 to 8 years of age be considered as a unit for guidance and instruction; (2) that only such terms be used for schools for children under the age of six as imply an educational program suitable for this age level, and as suggest the initial unit of primary or elementary school; (3) that such terms as preschool, junior primary, "little B-1s", pre-first grade or other hyphenated terms suggesting a modified program designed for older children, be discarded as inappropriate; and (4) that further discussion of terms suitable for this age level be included in subsequent meetings of this Association.

Children Below Six.—The Association of State Directors of Elementary Education recognizes the importance of extending educational services to children below the age of six. The Association recommends that all States direct attention to an analysis of the educational services appropriate to the fullest development of young children. The Association considers this problem of such profound significance that it proposes to carry on a continuing study designed to establish coordinated principles and a program of action designed to accelerate social progress by liberal

provision for the publicly-supported education of young children throughout the United States.

Educators have an obligation to exert continuously their efforts and leadership toward the improvement of educational opportunities for young children. Greater efforts should be bent upon interpreting the values and the importance of educational programs for children under eight years of age and their parents.

This Association therefore recommends that State elementary supervisors consider public relations to be one of their major functions and that they give leadership in developing a better understanding on the part of parents and the public regarding the needs of young children and the essentials of a school program which contributes to their best development.

Many avenues may be useful toward this end. It is suggested that various media, such as radio, films, demonstrations, exhibits, meetings, and publications be utilized as channels for interpreting children to lay and professional groups.

School Plant and Equipment.—The Association of State Directors of Elementary Education recognizes that every State will be confronted with the problem of building and equipping elementary schools. If such plants are not to be stereotyped monuments to outmoded educational purposes and practices, States should direct attention to the problem of functional planning of the school plant and its equipment. The Association proposes to establish a continuing committee to bring together descriptions of best practices in providing facilities conducive to the implementation of a forward-looking elementary school program.

New Officers

Officers elected for the coming year included: chairman, R. Lee Thomas of Tennessee; vice chairman, Jennie Campbell of Utah; secretary, Helen K. Mackintosh, U. S. Office of Education. A program of studies was planned for the coming year by the new officers in cooperation with the U. S. Office of Education, and arrangements made for detailed report of the 1946 conference to be prepared and sent to the directors of elementary education in all States.

Library Service

Public Library Survey

A Nation-wide collection of basic public library data by the U. S. Office of Education, designed to include all public libraries and to cover the 1945 fiscal year, has been under way since last June. Report forms have been sent to 7,600 public libraries in continental United States and outlying parts. The public library mailing list used in this survey in the Office of Education has been currently revised in accord with information from the State library agencies.

In 32 States this national collection of public library data has been facilitated by the chief State library officers, who have distributed the report forms to local libraries, collected the returns, and reviewed them before sending them to the Office of Education. In the remaining States, at the instance of the State library agencies, report blanks have been sent directly to and returned from local libraries. Several State library agencies have sent in reports from nearly all the public libraries in their areas. Others have found it necessary to hold the reports for revision by the local librarians before sending them to the Office. By April 1, 1946, approximately 3,500 reports were received from public libraries by the Office of Education.

Wide variation in the fiscal year of public libraries throughout the United States has resulted in a steady flow of reports since the beginning of the project. Each report is edited in the Office of Education and doubtful data are verified, when necessary, by correspondence. In order that the tabulation and interpretation of the statistics reported may be completed for publication as soon as possible, it is hoped that public librarians who have not yet sent in their reports will do so promptly. Federal and State governmental agencies, social planners, and others make continual use of library statistics collected and published by the Office of Education.

Demonstrations of Public Library Service

"Books have become a necessity in an unstable world and we cannot afford to

deny large numbers of our people the chance for this basic means of education," said the Hon. Emily Taft Douglas of Illinois, introducing in the House of Representatives on March 12, 1946, a bill providing for demonstrations of public library service in communities now unserved.

Pointing out that cities are repopulated from the country, and that "the quality of urban citizenry is therefore dependent on the quality of the whole country," Mrs. Douglas stressed the need for equalizing educational opportunities throughout the Nation by means of more extensive rural library service.

"The scope of a country school is meager if the students cannot supplement their reading beyond one or more basic texts," said Mrs. Douglas, whose remarks appeared in the *Congressional Record*. "Adult education," she added, "similarly becomes impossible without recourse to books. The wide-awake citizen is crippled in the pursuit of his interest if he cannot check his own experience against that of others, whether that interest lies in farming, health, child care, canning, vocational guidance, science, or politics. In a country where we, the people, are the Government, it is necessary that there should be authoritative information available throughout every section of the land."

Getting Best Results From Libraries

More extensive use of the elementary school library was the subject considered recently by the faculties of the Salisbury City Schools and the Rowan County Schools in Salisbury, N. C. The 2-day conference was devoted to plans for developing a more extensive use of children's literature and general library usage among children in the lower grades. Participating in the discussions was Nora E. Beust, specialist in libraries for children and young people, U. S. Office of Education.

Among the problems brought to the conference by the teachers of the school that created a lively discussion was: "In what ways can we as teachers get the

best results from our libraries? More money is spent in the libraries than in other parts of the school program. We are not getting our money's worth. The books and materials are there, but they are not being used."

It was agreed that the services of trained elementary school librarians could do much to improve the situation. Other factors stressed were: (1) Knowledge of the library's resources by teachers; (2) information regarding the use of the library by pupils in relation to interests and needs; and (3) attention to book selection for each individual child.

"The Union Librarian"

For the information and convenience of trade-unions, the Boston Public Library issues bimonthly *The Union Librarian* in letter-size, mimeographed format.

A recent number of *The Union Librarian*, compiled by a staff member in charge of work with trade-unions, is devoted to announcements of radio programs of interest to labor, the offerings of a local labor school, and a partial list of exhibitions and lectures at the central library. Attention of trade-unionists is called to "significant magazine articles at the library" and to "books recently added to the union deposit collection" of Boston Public Library.

Suggested copy for trade-union bulletins is included in *The Union Librarian* in the form of brief reviews of current books on labor-management experiences and trends. Specific titles are suggested by the library as aids in collective bargaining.

Integral Part of the Education System

"Of just what value is the public library?" asks the librarian of Buffalo Public Library, in its *Forty-ninth Annual Report*.

Asserting that the public library is "an integral part of the system of education," the librarian points to the parallel development of community schools and libraries in the United States during past decades. He recognizes as a major function of the public school assisting students to read with under-

(Turn to page 27)



Representative citizens advise with U. S. Commissioner of Education.

Citizens' Federal Committee on Education Holds First Meeting

The Citizens' Federal Committee on Education, which held its first meeting April 8-9 in Washington, named as its Chairman, Thomas C. Boushall, and as its Vice Chairman, Kathryn McHale. Mr. Boushall is Chairman of the Committee on Education of the Chamber of Commerce of the United States, and Dr. McHale is General Director of the American Association of University Women.

Purposes of the newly created committee are twofold, "first, as representative citizens to act as advisers to the U. S. Office of Education; and, second, to distribute throughout the groups which they [the Committee members] represent information on services being rendered by the Office of Education." The initial conference under the leadership of Commissioner Studebaker laid the foundation for future activities of the committee.

Members of the Committee who attended the initial meeting shown in the accompanying photograph, left to right are: Don Parel, representing Edward A. O'Neal, President, American Farm Bureau Federation; John T. Corbett, National Legislative Representative, Brotherhood of Locomotive Engineers; Everett S. Lee, Chairman, Engineers' Council for Professional Development; Albert J. Harno, Dean, College of Law,

University of Illinois, representing American Bar Association; P. B. Young, Sr., National Negro Publishers Association; Margaret A. Hickey, President, National Federation of Business and Professional Women's Clubs; John W. Studebaker, U. S. Commissioner of Education, who presided until the election of a permanent chairman; Walter D. Fuller, President, Curtis Publishing Company, representing the National Association of Manufacturers, and Kermit Eby, Director, Department of Education and Research, Congress of Industrial Organizations (right background);

Roland B. Woodward, Member of Committee on Education, Chamber of Commerce of the United States; Rev. W. E. McManus, representing the Very Rev. Msgr. Frederick G. Hochwalt, Director, Department of Education, National Catholic Welfare Conference; Dr. F. Ernest Johnson, Executive Secretary, Federal Council of Churches of Christ in America; Dr. Victor Johnson, Secretary, Council on Medical Education and Hospitals, American Medical Association; Robert S. Wilson, Vice President, Goodyear Tire and Rubber Company, representing the National Association of Manufacturers; Walter G. Ingalls, American Legion; Mrs. Estelle Massey Riddle, National Council of

Negro Women; and Mrs. William A. Hastings, President, National Congress of Parents and Teachers.

Among those in attendance but not shown in the photograph are Thomas C. Boushall, President of the Bank of Virginia and Chairman of the Committee on Education, Chamber of Commerce of the United States; Kathryn McHale, General Director, American Association of University Women; A. S. Goss, Master, National Grange; and Florence Thorne, representing Matthew Woll, Chairman, Committee on Education, American Federation of Labor.

"The Schools are Yours"

The National Education Association, in cooperation with the National Broadcasting Company, presents a new radio series, "The Schools Are Yours!" This series goes on the NBC network Saturday, June 15, 4:30-4:45 Eastern Standard Time, for a 13-week period. In drama and commentary, accompanied by appropriate music, produced by the NBC staff in Radio City, New York, these programs will bring to American homes a weekly story of education today as teachers adapt it to the needs of a dynamic period of history. Scripts are prepared under direction of Belmont Farley of the National Education Association.

Bibliography of Music Courses of Study

THE U. S. Office of Education receives many inquiries for lists of recent courses of study. One of the fields in which there are frequent requests is that of music.

This unit listing music courses is fourth in a series of course-of-study bibliographies being issued at intervals by the Office. The material was prepared by Souci Hoover, Elementary Supervisor, Coffee County, Tenn. These courses cover various aspects of music experience in the public schools.

The first unit of the series, published in two installments, listed language arts courses; the second unit, also in two installments, science courses; and the third unit, art courses. The series began in the February 20, 1945 issue of "Education for Victory."

Courses of study listed in the series cannot be purchased from the Office, and only those marked with an asterisk (*) are available for interlibrary loan from the Office Library. Requests for such loans should be made through the local library, and should be addressed to the U. S. Office of Education Library, Washington 25, D. C. Persons wishing to secure inter-library loans are urged to check first locally or within their own State those library sources which have collections of courses of study.



Elementary School Level Kindergarten-Primary

DELAWARE

1. Delaware State Department of Public Instruction. *Music Outlines, Grade I*. Dover, The Department, 1941. 18 p. Mimeographed.

Suggested materials and activities are listed including listening selections and songs which relate to units. A short discussion deals with rhythm bands and techniques acquired in singing which carry over to speaking and reading. Fundamental movements—running, skipping, walking—are listed suggesting stimulation by music of imaginary movements of fairies, windmills, clowns.

INDIANA

*2. Indiana State Department of Public Instruction. *A Good Start in School—A Curriculum Handbook for Primary Teachers*. Indianapolis, The Department, 1944. 184 p.

Prepared as a curriculum handbook designed to guide primary teachers, this bulletin presents no prescribed course of study but general suggestions that can be used with any textbook. Part I deals with a good start in school, part II discusses growth through experiences, and part III presents home and school relationships. Music objectives are listed followed by discussion on activities which will give the child musical experiences. Three levels of music reading ability are discussed: (1) acquaintance, (2) ability to follow, and (3) independent skill. Extensive illustrations and a brief bibliography are included.

MICHIGAN

3. Grand Rapids. Public Schools. *Early Elementary Curriculum. Vol. III*, 1944. 137 p. Mimeographed.

This bulletin for the early elementary grades (kindergarten—2) is a revised curriculum guide. Music occupies 29 pages. Creative experience, rhythmic response, and music appreciation, are discussed. Specific helps in teaching music for each grade are presented, such as: Classification of voices, nonsingers, creative experience, vocal music, instrumental music, and attainments. There is a classified suggested list of songs and a list of records. Desired types of growths in the early elementary grade are outlined, including social living, knowledges, and skills. A bibliography is included.

NEW JERSEY

4. Gloucester City. Public Schools. *Course of Study for Grade I*. 1941. 82 p. Mimeographed.

Reading, writing, arithmetic, language, literature, music, and art are included in this course of study for grade one. Music occupies 9 pages. Following an introduction, the teacher's and children's goals of attainments, materials needed, and a list of songs appropriate to each month are presented. Bibliography included.

NEW YORK

5. Olean. Public Schools. *Outline for Primary Grades*. 1943. 129 p.

Following an introductory paragraph on each subject-matter field, the separate subject

Courses of Study

The U. S. Office of Education Library is a depository for all types of courses of study from many States, cities, and counties throughout the country.

In 1938 the publication, *A Survey of Courses of Study and Other Curriculum Materials Published Since 1934*, Bulletin 1937, No. 31, was issued. This bulletin summarized course of study materials received through 1937. No follow-up study has been made from 1938 to the present time. In 1944 the Office of Education Library issued a request for courses of study from 1941 on. This fact determined the choice of the date, 1941, as the starting point for a series of bibliographies in curriculum fields that are of current interest to teachers and curriculum committees. These have appeared from time to time in *Education for Victory* and are continuing in *SCHOOL LIFE* through the cooperative efforts of the U. S. Office of Education Library and specialists in the various service divisions.

The listing of courses in any bibliography of this series will be limited to those received by the Library in response to its request for material, or those sent in voluntarily. Courses of the following types are not included: (1) Those in outline form which constitute merely directions for work, (2) lesson assignments or outlines based on a specific text or texts, (3) those consisting largely of quotations from various authorities or from course of study sources, and (4) those which are not dated.

fields are presented with emphasis on integration. Music is outlined for grades 1-3, presented in the form of aims, materials, procedures, and attainments.

OHIO

6. Cincinnati. Public Schools. *The Primary Manual—A Teacher's Guide, Kindergarten and Grades I, II, III*. Curriculum Bulletin 95. 1942. 578 p.

This manual incorporates into one volume all the former curriculum guides for kindergarten and primary grades. Following the general plan of the program, the subject fields

are discussed. A point of view and general objectives are listed for music followed by detailed discussions on singing, listening, rhythmic development, creative activity, and introduction to notation. Many illustrations on notation are included.

7. ———— *Try-Out Manual for Kindergarten*. Curriculum Bulletin 60. 1941. 142 p. Mimeographed.

Presented in this bulletin are activities, processes, possible outcomes, evaluations, procedures, and sources of material which may be helpful to the teacher as guides. The fundamental aims of music in the kindergarten program are suggested followed by means of developing them such as: Rhythm, creative interpretation, singing, selection and presentation, evaluation.

TEXAS

8. San Antonio. Public Schools. *A Tentative Course of Study for Grades I, II, III*. 1942. Not paged. Mimeographed.

In this course of study for primary grades, music occupies 7 pages. Units appropriate to each grade level are listed emphasizing integration of music with total experiences. The attainments and objectives are outlined. A list of songs which have been successfully used in the primary grades is included.

Intermediate and Upper Grades

CALIFORNIA

9. Oakland. Public Schools. *Music Course of Study, Seventh Grade*. 1943. 20 p. Mimeographed.

Planned with music as an integral part of the curriculum this bulletin shows the following ways and means of adapting music to the expressional needs of boys and girls of early adolescent age: Singing, music, reading, listening to music, music in units of work, and simple use of instruments.

NEW YORK

10. Olean. Public Schools. *Outline for Upper Grades, 7-8*. 1945. 238 p. Mimeographed.

Following the pattern of outlines for lower grades this material continues the sequence in the subject matter fields for the upper grades. Music is presented in the form of general and specific objectives, methods and processes, appreciation, a suggested plan for a lesson and books used.

Total Elementary Grade Range

CALIFORNIA

11. Bakersfield. Department of Instruction. *Curriculum Guide, Section VIII*. Supplementary Instruction Materials. 1944. 51 p. Mimeographed.

Included in this guide on supplementary instructional materials is a section on recordings (phonograph records). These recordings are listed under the following groups: Children's Records, Holiday and Seasons, Music of Other Lands and People, Music in the United States, Physical Education, Symphonic Selections, and an unclassified list.

12. Delano. Public Schools. *Curriculum Guide*. 1943. 136 p. Mimeographed.

This curriculum guide deals primarily with the framework and content of the curriculum. It is organized by grades rather than by subject matter. Sample units are included for each grade. Music is presented in the form of aims, experiences, appreciation, and outcomes with suggested correlations.

13. Fresno. Public Schools. *Fine Arts and Music, Grades Kindergarten-6*. 1941. 157 p. Mimeographed.

Consists of a general music program for grades kindergarten through 6 with a section on how the elementary and junior high school music programs can be better coordinated. Emphasis is placed on correlation of music and health. General suggestions are listed for singing in each grade, with a program for remedial work for nonsingers in the 3-6 grades. A listening unit is developed for each grade. Outline of creative music activities is presented giving procedures for development. A section is devoted to rhythms, listing a rhythm chart with title, composer, and suggested rhythmic response. General suggestions for an instrumental music program are included with a fingering chart of instruments.

14. Fresno County. Board of Education. *Manual, Public Schools*. 1941. 325 p.

A balanced program of music education as suggested in the introduction includes: Singing beautiful songs, ability to read music accurately at sight, appreciation and understanding of music, ability to create at least simple music, and whenever possible, ability to play an instrument. The introductory paragraph is followed by a discussion of each of these objectives. A list of definitions, signs, key names, and signatures is included.

*15. Los Angeles. City School District. *Instructional Guide for Teachers of Elementary Schools*. 1942. 157 p.

Discussion includes interpretation of the objectives for teaching each of the 14 subject fields, emphasizing the basic essentials of each for grades kindergarten through 6. Music is developed from the standpoint of singing, listening, and rhythmic expression. These activities are treated under the following heads: Establishing important objectives, making the program effective, and appraising pupil accomplishment.

*16. ———— *Course of Study for Elementary Schools*. 1942. 301 p.

Similar to the Instructional Guide for Teachers of Elementary Schools; each of the 14 areas or subject-matter fields are presented in outline form for kindergarten through grade 6. Music is outlined for each grade in terms of what is taught, pupil accomplishment, and materials of instruction.

17. Los Angeles County. Public Schools. *Courses of Study for Elementary Schools of Los Angeles County*. 1944. 252 p.

A revision of an earlier course with suggested experiences selected from standpoint of ranges of maturity and interests of children. All subject fields are presented. Music is outlined for each grade to provide opportunity for each child to enjoy singing; listen to songs and instrumental music; create, evaluate, and improve personal competency.

18. Long Beach. Public Schools. *Guide to Music Learnings in the Elementary Schools*. 1941. 118 p. (Department of Curriculum and Child Welfare)

The introduction gives the basic philosophy of music. The guide presents a flexible program of music activities and development of materials, with suggestions to teachers for accomplishment of its objectives. Illustrations are given of creative expression through integrated experiences.

*19. Marin County. Board of Education. *Course of Study Handbook for Elementary Schools*. San Rafael, the Board, 1943. 112 p.

Music is presented as a separate course with general suggestions for all grades, plan for small rural school, and specific suggestions for each grade level.

20. Santa Monica. City Schools. *Music, Elementary*. 1941. 9 p. Mimeographed.

Music education for grades 1-6 is outlined through aims, music experiences appropriate to the grade and materials desirable for use. Reference is made to *The Teacher's Guide to Music Education*, a workbook for teachers. Orchestra and instrumental training in the elementary grades are briefly mentioned.

21. Tulare County. Board of Education. *Teacher's Guide*. 1941. 141 p.

This *Teacher's Guide* is organized as follows: Social studies as the curriculum core, special subjects integrated with this core to the greatest possible extent, special subjects to retain their identity with certain objectives of their own, and special practice for fixing skills. Music consists of 12 pages. A suggested outline is presented for developing music material in relation to any unit of work

with expectancies in music for each grade. There is brief discussion of special activities as community singing, glee club or chorus, rhythm bands, harmonica bands, and programs for special occasions.

22. Ventura County. Board of Education. *Teacher's Guide, Early and Later Childhood, Grades 1-6*. 1942. 158 p.

This guide for the selection of activities and materials for instruction at the various grade levels 1-6 includes music. Objectives are presented followed by discussions on singing, rhythms, skills, simple instruments, creative music, listening and equipment for music.

COLORADO

23. Colorado State Department of Education. *Course of Study for Elementary Schools*. Denver, The Department, 1942. 724 p.

The content of this revised course of study is divided into six major sections: Language arts, social studies, physical education, science and health, arithmetic, fine arts. All areas are interrelated. Music occupies 169 pages. The following outline is presented for music: Why music should be taught, how music might function in other activities, the program by grades, evaluating the pupil's work, suggested adaptations for schools having several grades taught by one teacher, special helps in teaching music, professional bibliography for teachers. Many practical suggestions are discussed for use of free and inexpensive materials.

IDAHO

24. Idaho. State Department of Education. *Curricular Guide Adaptable to Elementary Schools of Idaho*. Boise, The Department, 1943. 146 p. Mimeographed.

Following the discussions on educational philosophy, purposes of the curricular guide, and instructional suggestions, the subject fields are presented. Music activities are divided into three groups: Singing, rhythms, and listening. Singing is the core activity with all phases contributing to an interrelated program. Suggested lists of instructional material, equipment, and supplementary material for the teacher are included.

INDIANA

25. Indiana. State Department of Public Instruction. *Elementary School Guide*. Bulletin 150. Indianapolis, The Department, 1944. 54 p.

Music is presented briefly in this guide. Three topics are discussed: Variations in musical ability and talent, music reading, and musical experience. A chart containing grade placement of musical activities is included.

MAINE

26. Dover-Foxcroft. Public Schools. *Reports of Teacher Committees*. 1943. Not paged. Mimeographed.

Teacher-committee reports on reading, report cards, language, and music are contained in this bulletin. The brief outline on music lists general objectives and attainments for each grade. There is a suggested recommendation for a music appreciation program to be set up in this particular school.

MICHIGAN

27. Clinton County. Public Schools. *Music Outline*. 1944. Not paged. Mimeographed.

Includes organization helps for music work in rural school, outline of attainments, skills, and appreciations. Songs are listed from textbooks. There are directions for playing three singing games, "Oh Susanna," "Shoo Fly," and "Dance Duet."

28. Rochester. Public Schools. *Tentative Curriculum Program, Music, Grades Kindergarten-6*. 1941. 7 p. Mimeographed.

In the introduction, this philosophy of education is brought out, "Education is a continuous process of developmental learning to the maximum extent of each individual's ability." Aims of education, subject-matter materials, and centers of interest are given for each grade level around which the course of study evolves. Music which is a section of the general study, consists of general aims, materials, procedures, and attainments for grades 1-6. It includes a short bibliography.

MISSOURI

29. Missouri. State Department of Education. *Helps for the Elementary Teachers*. Jefferson City, The Department, 1944. 82 p.

This bulletin used as a supervisory aid is a supplement to the 1942 courses of study for elementary grades. Music is presented with suggestions for integration. Many approaches to musical understanding and enjoyment are included such as: Treatment of monotonies, problems of the older boy, sight reading, simple rhythmic expression, exhibit of class work, appreciation, correlation of poetry and music.

30. ————. *Missouri at Work on the Public School Curriculum. Courses of Study for the Elementary Grades*. Jefferson City, The Department, 1942. 672 p.

This bulletin is a revision of a former course of study for the elementary grades. Following presentation of general purposes of education, plans, and organization of the program, the subject fields are outlined for each grade. Music is included in a section with art and literature (children's classics) presenting a

unified program in fine arts through integration. General music objectives are listed. Basic attainments are outlined for each grade, including singing, rhythms, appreciation, participation, and theory. Music activities are included for units developed for each grade.

31. ————. *Music and Picture Study for Elementary Schools*. Jefferson City, The Department, 1944. 28 p.

The program outlined is designed for elementary schools having one or two teachers to the school. Rote and sight reading, rhythmic expression, creative music, appreciation, picture study, the correlation of painting and music, and poetry and music are among the topics briefly discussed.

32. Kansas City. Public Schools. *Outline of Content in the Kansas City Elementary School Program*. 1944. Not paged.

Included in the general outline is a section on music. As expressed in the introduction, children need all types of enjoyable musical experiences which should extend into the home and community life. An outline consisting of overview, framework of content, achievement of essential learnings (teaching suggestions, evaluation, materials), and professional aids is included for kindergarten through grade 6.

*33. Webster Groves. Public Schools. *Aids to Teaching the Elements of Musical Theory*. 1942. 109 p. Mimeographed.

Growing out of a need for fundamental training in theory and harmony, the material in this book is suitable for either vocal or instrumental music students. It is a brief treatment of the rudiments of musical theory combined with a workbook for the student. Fifteen sections complete the book including: How music notation began, staff and notes, pitch and duration, note placement, ledger lines, the scale, note heads and stems, bars and measures, time signatures, practice exercises, rhythm, notes and rests, completing measures, accents, broken measure, major scale, chromatic succession, and major scales with sharps.

MONTANA

*34. Montana. State Department of Public Instruction. *A Course of Study for Rural and Graded Elementary Schools*. Helena, the Department, 1942. 576 p.

In this curriculum study, the subjects have been presented in five groups: The language arts, fine and industrial arts, arithmetic, natural science, and social studies. By correlation, the entire program is built around the social studies. This course of study has been outlined chiefly with the needs of the rural and smaller schools in mind, although it is applicable to any situation. The sec-

tion on music consists of 30 pages. General suggestions are presented with minimum attainments followed by specific aims, procedures, and attainments for each grade. A classified bibliography is included.

NEW MEXICO

*35. New Mexico. State Department of Education. *Curriculum Development in the Elementary Schools of New Mexico*. Bulletin 2. Santa Fe, The Department, 1944. 423 p.

Introduced by the objectives of education, each of the subject areas including music is presented. The aims and objectives of music are listed. The types of music activities discussed are: Rote singing, syllable reading, creative expression, rhythmic response, and appreciation. Suggestions are made for integration of music with other curricular activities.

NORTH CAROLINA

36. North Carolina. State Department of Public Instruction. *Music in the Public Schools*. Raleigh, The Department, 1942. 158 p.

Divided into three sections the first deals with music instruction in the elementary school including fundamental principles, music ability by grades, typical activities, the place of music in the integrated program, adaptation, and materials to use in musical activities. Some units are given with emphasis on the place of music in the integrated program. The second, music instruction in the high school, is presented similarly. Section C, general activities, includes musical festivals, national music week, using the library in the music program, a study lesson on the State song and the code for the national anthem.

OREGON

37. Oregon. State Department of Education. *Course of Study—Music, Elementary Schools*. Salem, The Department, 1941. 58 p.

Following the introduction which stresses the organization of the course and general objectives, separate provision is made for two general types of schools. Part I, deals with the program for larger schools; the aims, materials, procedures and attainments are listed for each grade. Part II, is the program for rural schools; general suggestions are presented for materials, aims, and procedures. Specific procedure is listed for two groups, lower grades 1-3 and upper grades 4-8. There is a bibliography. Listings of harmful vocal habits are in the appendix.

PENNSYLVANIA

38. Bucks County. Department of Public Instruction. *Enjoying our Music Hour*. Circular 3. The Department, 1944. 12 p. Mimeographed.

SCHOOL LIFE, June 1946

A repertoire of songs which children should have when finishing elementary grades is listed. Music appreciation is discussed suggesting the use of radio and phonograph. Musical terms, notes, rest values, and rhythmic learnings are presented. Paragraph discussions include correlation of music with American history, mentioning appropriate music to be used with each movement, seasonal songs, and songs of the Far East.

39. Erie. Board of School Directors. *A Course of Study in Art Education for Elementary Schools, Grades 1-6*. 1941. 67 p. Mimeographed.

Outlines by grades present correlations with music, English, arithmetic, health, science, social studies, and safety. There is a suggested list of units. Art elements and media are discussed at length. Many activities are presented.

40. Lackawanna, Wyoming, Susquehanna Counties. School District. *Courses of Study for Elementary Schools*. 1944. Mimeographed.

Music is included in this general course of study. Following a general discussion on music, objectives are listed with brief discussions of each objective. Outlines of attainments for grades 1-8 are presented with activities, and high and minimum standards. Lists are included of musical words and terms, instrumental, patriotic, and community songs and music for appreciation.

SOUTH DAKOTA

*41. South Dakota. State Department of Public Instruction. *Course of Study for Elementary Grades*. Curriculum Bulletin 85. Pierre, The Department, 1943. 680 p.

All subject fields are included in this course of study. Music deals with aims and procedures for grades 1-8. A textbook, graded song list, and music books for teachers' reference are included.

TENNESSEE

*42. Tennessee. State Department of Education. Division of Elementary Schools. *Guide for Teaching in Elementary Schools*. Nashville, The Department, 1943, 116 p.

Evaluation of pupil progress is emphasized. Outline suggested as a guide in determining progress includes: Philosophy used, understanding pupils, knowledge of educational factors, personality and physical development, ways of determining and recording pupil progress. Objectives, learning experiences, pupil achievement, and suggestions for teachers are presented for each field. Music is included.

TEXAS

43. Mexia. Public Schools. *Course of Study in Music and Music Organizations*. 1941. 67 p. Mimeographed.

This bulletin consists of the plans, purposes, and content in outline of the music program for grades 1-7. The objectives and procedures are listed for: Rhythm band, grades 1-2; melody band, grades 3-4; choral club, grades 4-5; high school and high-school band.

UTAH

*44. Utah. State Department of Public Instruction. *Music Guide for the Elementary Schools*. Salt Lake City, The Department, 1944. 87 p. Mimeographed.

This course was prepared in a summer workshop as a result of a year's directed study by teachers of the State. The purpose of the guide is to suggest methods and materials that will meet the needs of children at their varying developmental levels. Singing, physical response to music, listening to music, playing instruments, creating new responses to music, preparing for and participating in special occasions where music serves are areas discussed separately. Each area has a bibliography.

VERMONT

*45. Vermont. State Department of Education. *Suggested Course of Study in Music, Grades 1-8*. Montpelier, The Department, 1942. 83 p.

An introductory chapter is devoted to the general aims in music for elementary schools. Vocal music, instrumental music, and music appreciation are treated in separate chapters giving the aims, procedures, and attainments for each grade. The appendix contains annotations of textbooks, supplementary material, and film catalogs.

VIRGINIA

46. Virginia. State Board of Education. *Course of Study for Virginia Elementary Schools, Grades I-VIII*. Bulletin No. 6. Richmond, The Board, 1943. 553 p.

A revision of an earlier course of study deals with organizing and developing an improved instructional program providing breadth and variety of educational experiences for the child. Music is included. Suggestions are listed for developing singing as a major activity with listening, performing, and creating as contributing factors to the program.

WASHINGTON

47. Washington. Office of State Superintendent of Public Instruction. *Temporary Guide for the Elementary School Curriculum*. Instructional Service Bulletin No. 15. Olympia, The Department, 1944. 170 p.

The introductory chapter contains material which furnishes the teacher with suggestions for the areas around which the learning experiences of children can be organized. Seven subject-matter fields are presented. An effective program for rural school music based on the understanding and appreciation of music is presented in the form of goals, singing (rote and note), listening, materials, activities, use of the phonograph records, and music correlated with units of study. A more comprehensive outline is indicated for the graded school. An extensive reference list is included.

48. Vancouver. Public Schools. *A Tentative Basic Curriculum for Elementary Music Correlated with the Social Studies*. Rev. Ed. 1943. 84 p. Mimeographed.

This is a revision of the 1942 publication developed in a workshop in curriculum improvement. This curriculum guide for elementary music correlated with the social studies is developed around the general theme, "Enriching Life Through Music." Sequential areas for each grade are: First grade, In the Home and School; second grade, In the Community; third grade, In the Larger Community; fourth grade, In the Environments Unlike our Own; fifth grade, In the United States; sixth grade, In Other Regions of the World; seventh grade, In a Complex Society. Music scope for each grade is outlined according to the following plan: Interpretive singing, developing rhythm, reading, creating, and appreciating. Blanks are included for keeping records of observations, experiences, techniques, pupil activities, and materials used successfully during the term.

WISCONSIN

49. Barron County. Board of Education. *Music Pathway*. 1941. 11 p. Mimeographed.

General suggestions are followed by illustrations of calling exercises, imitations, games with notes, and music terms. Outline is presented for songs to be taught during months of the second semester. Discussions follow with stories of America's songs.

50. Kenosha County. Public Schools. *A Suggestive Course of Study for Kenosha County Elementary Schools*. 1941. 156 p. Mimeographed.

This course of study includes all subject fields of which music is a part. The whole music program for elementary grades is presented. A song repertoire is suggested, gradually built up, including folk, patriotic, national, community songs, and hymns. Through the effective use of the radio, the music program may be strengthened. Music appreciation is definitely recognized as an integral part of the whole program.

51. Trempealeau County. Public Schools. *Music Booklet. Musical Ac-*

tivities. 1942. Not paged. Mimeographed.

There is a suggested outline by months of music to be taught including additional songs listed by topics, thus facilitating ease of correlation. Games and dances are briefly discussed. Some suggestions are included on creative musical expression. There is a discussion on how the harmonica band can serve as a valuable musical activity.

52. Trempealeau County. Public Schools. *Music Pathway*. 1941. Not paged. Mimeographed.

Presents in outline form goals, procedures, materials, and general suggestions for music classes. There is an outline of work for each month. Calls for nonsingers, suggested units in music, games with notes, and a supplementary song list are included.

Secondary School Level Junior and Senior High School

CALIFORNIA

53. Fresno. Public Schools. *Tentative General Music Program for the Junior High School Level*. 1941. 65 p. Mimeographed.

Discusses the general music program for junior high school dealing specifically with vocal music, music appreciation, and activities. Suggestions to promote growth in knowledge of music are under four classifications: Early church music, classical, romantic, and modern. Selections are listed of folk and national music outlining suggestive lessons illustrating how composers used folk tunes in writing larger compositions. Music of early days and ancient civilizations is presented in a similar way. A bibliography is included.

54. Santa Monica. City Schools. *Music. Junior High School*. 1941. 7 p. Mimeographed.

Contains a brief outline of areas of instruction in general music classes, both required and elective. Choral and instrumental groups have specific aims for various types as: Glee clubs, mixed chorus, orchestra, and band.

NEW JERSEY

*55. North Arlington. City Schools. *Special Subjects Courses of Study. Music. Grade 7-12*. 1942. 10 p. Mimeographed.

This course of study deals with many units for grades 7-12 as: Frontier Days, Christmas Through Music, Down South, Music in Merrie England, and the Romance of Russia. Appreciation of music is integrated into entire course. Reading assignments and appropriate record selections are included.

PENNSYLVANIA

56. Erie. City School District. *Course of Study in General Music Education. Grades 7-9*. 1942. 38 p. Mimeographed.

General aims of junior high school music are presented with objectives which contribute to their accomplishment. Especially interesting features are the units suggested for each grade with lesson plans. A record bibliography and textbook references are included.

Senior High School

INDIANA

57. Indiana. State Department of Public Instruction. *Digest of Courses of Study for Secondary Schools of Indiana*. Bulletin No. 151. Indianapolis, The Department, 1941. 247 p.

The general plan followed in organizing this bulletin has been to block it into three sections: Part I, Program of Study; Part II, Outlines of Courses of Study; Part III, Teaching Materials, List of Textbook Adoptions. There is a uniform presentation of the outlines of the courses of study under these groupings: Textbook adoption, statement of objectives, basic content of subject, suggested teaching procedures. Music consists of 15 pages. The topics discussed include general music, special organizations, appreciation, harmony, and applied music. There is an extensive bibliography.

MONTANA

58. Montana. State Department of Public Instruction. *Teaching Is Patriotic Service*. Helena, The Department, 1943. 94 p.

This is a bulletin of suggestions for high schools. Some special programs are suggested as: Concerts, assembly programs, flag ceremonies, patriotic pageants, community activities. A brief song list for high and elementary schools and a list of band and orchestra numbers is included.

OREGON

59. Oregon. State Department of Education. *A Guide to Teachers. The Program of Studies in Oregon High Schools*. Salem, The Department, 1944. 100 p.

A brief discussion of music is presented as a part of this bulletin. Attendance, technical proficiency, theoretical knowledge, character development, and growth in musical discrimination are suggested as usable criteria in granting credit for music in high school. The content as outlined in the course of study includes 11 units.

VERMONT

60. Vermont. State Department of Education. *Suggested Band and Choral Units for High Schools*. Montpelier, The Department, 1944. 64 p.

This publication contains two suggestive units in music study for high schools which are similar to the entire elementary course published in 1942. The two units, band and choral groups, are presented in terms of specific aims and procedures. The bibliography consists of material tested by use, including annotations.

WEST VIRGINIA

61. Huntington. Board of Education. *Huntington East High School Course of Study*. 1941. 84 p. Mimeographed.

In a general course of study covering all high-school subjects, music occupies 4 pages. General and specific aims are listed with outline of content for each grade. Junior glee club, applied harmony, junior band, and orchestra are similarly outlined.

Elementary and Secondary Levels

NEW JERSEY

62. Haddonfield. Public Schools. *Instructional Guide for Teachers of the Elementary and Junior High Schools*. 1943. 66 p. Mimeographed.

This instructional guide is written by and for the teachers in Haddonfield public schools. The content is the outgrowth of many professional conferences with suggestions from staff members of Glassboro Teachers College. Music is presented briefly in the form of aim, types of experiences, activities, and equipment provided.

NORTH CAROLINA

63. North Carolina. State Superintendent of Public Instruction. *A Suggested Twelve-Year Program for the North Carolina Public Schools*. Publication No. 235. Raleigh, The Department, 1942. 293 p.

This bulletin is the result of the work done by various committees of the Twelve-Year Program Study. Part I discusses administrative problems and part II deals with various aspects of the curriculum for elementary and secondary schools. The fundamental principles of music are discussed, followed by a list of musical abilities for grades 1-8. Typical music activities for high school are presented including: Glee club, assembly singing, band, a capella choir, and orchestra.

OHIO

64. Erie County. Public Schools. *Course of Study Elementary and High School*. 1943. 303 p. Mimeographed.

A revision of a former course of study developed by county teachers, this guide is divided into four sections: General instructions and philosophy of education, elementary course of study, secondary course of study, and supplementary materials. Music is presented in the form of general suggestions, objectives, instructional materials, selected activities, and professional references for grades 1-12.

TEXAS

65. Orange. Independent School District. *Tentative Course of Study for Music*. Curriculum Bulletin No. 260. 1943. 44 p. Mimeographed.

This bulletin was prepared by a Fine Arts Committee in a Summer Curriculum Laboratory sponsored by the University and City Board of Education. Five sections are mentioned under philosophy: The learner, the curriculum, the method, the staff, and the relations of the school to the State and society in general. Section II deals with the course of study for grades 1-12. Instrumental music is outlined for junior and senior high schools and a general choral music course for senior high schools.

"He Cherished American Culture"

At age 11, Franklin Delano Roosevelt, having just finished a school examination, wrote an uncle and aunt, "Have used up five books in four weeks but I do not feel a bit tired after my Herculean work!!! I have written a composition on stamps this time but I don't think it is as good as the one on boats. I hope very much that you will write to me and tell me all about your voyage and if you do I will write letters of 25 pages to you in return."

The letter was included in Part Two of *The New Republic* for April 15, a special memorial supplement devoted to the late President.

Former Librarian of Congress, Archibald MacLeish, in the memorial supplement, speaks of Mr. Roosevelt's attitude toward American culture. Under the title "He Cherished American Culture," Mr. MacLeish states:

"A leader of profound intelligence and perception like Mr. Roosevelt understands as well as or better than the artists and the scientists that science and the arts are the means by which the continuity of a civilization is established—are indeed themselves that continuity—and that the intellectual monuments of a people are more than

trophies and reminders: that they are, in the most precise sense, its life. * * *

"Libraries of democratic record—libraries in which the history of a self-governing people is set down—were objects of increasing interest to the President as time passed. When he spoke, as he often did, of his purpose to spend his life, after his retirement from public office, as a librarian, he spoke more than half in earnest. He was a conservationist of records as well as of resources. He took his duties seriously as an honorary member of the Society of American Archivists; one of its leaders recalls how a prominent American civilian-affairs officer in Italy was called to the White House to make certain that he understood the President's great concern for the protection of Italian local archives. He had the scholar's love of papers as well as the statesman's understanding of what papers mean.

"Franklin Roosevelt's continuing interest in, and concern for, the cultural life of his country must be set down as one of the dominant forces in his life. It is too early yet to say whether that interest will be reflected, as Jefferson's has been, in the character of American culture itself. It is clear, however, even now, that with the one possible exception of Thomas Jefferson, no other American President has touched so deeply and so directly the intellectual and artistic life of the Nation."

American Home Economics Association Annual Meeting

The American Home Economics Association announces its 37th annual meeting in Cleveland, June 24-27. Three half-day sessions will be devoted to each of the Association's nine professional departments, as well as to each of the six subject divisions—art, family economics, family relations and child development, food and nutrition, housing, and textiles and clothing.

Research in housing, household equipment, family economics, and child development as it benefits the Nation's families will be the theme of the meeting Thursday morning. General sessions will be held in the Hotel Statler auditorium.

Conference on Elementary Education

The Department of Elementary School Principals of the National Education Association has announced the eighth annual conference on elementary education, to be held at Syracuse University, July 8-19, 1946. "Strengthening World Organization—The Function of Elementary Schools" is the theme of the program, with emphasis on building a broader understanding of relations among races, nations, religions, and cultures.

Information concerning reservations may be obtained from Eva G. Pinkston, executive secretary, Department of Elementary School Principals, 1201 Sixteenth Street NW., Washington 6, D. C.

New Titles Issued in GI Roundtable Series

Thirteen new pamphlets of the GI Roundtable Series being prepared for the United States Armed Forces by The American Historical Association have recently been published by the War Department. The purpose of the series is "to provide factual information and balanced arguments as a basis for discussion" of all sides of current questions presented. Altogether 42 pamphlets of the series have been issued, including the following recent titles:

- EM 4. Are Opinion Polls Useful?
- EM 5. Why Do We Have a Social Security Law?
- EM 6. Why Do Veterans Organize?
- EM 16. What Makes the British Commonwealth Hold Together?
- EM 17. How Free Are the Skyways?
- EM 18. What Is the Future of Italy?
- EM 19. Building a Workable Peace
- EM 25. What Shall We Do With Our Merchant Fleet?
- EM 26. Can the Germans Be Re-Educated?
- EM 29. Is Your Health the Nation's Business?
- EM 38. Who Should Choose a Civil Service Career?
- EM 39. Shall I Go Into Business for Myself?
- EM 47. Canada: Our Oldest Good Neighbor

The pamphlets are for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price 15 cents.

Victory Farm Volunteers

Commissioner Studebaker has sent the following message regarding the Victory Farm Volunteer Program to chief State school officers:

"The need for food for human beings in many parts of the world is very serious. American farmers are again being called upon to produce an abundance of food for home consumption and to feed starving millions in other parts of the world. One of the limiting factors in production is man power.

"The United States Department of Agriculture states that the farm labor situation is as critical in 1946 as it was at any time during the war. The Nation's farmers have been requested to keep production as high as the 1945 level; but domestic manpower problems, it is pointed out, continue to limit the farm labor supply.

"The Victory Farm Volunteer Program that contributed to the recruitment, training, and placement of youth as emergency farm workers during the past 3 years is continued during 1946. Public schools are again being requested by the United States Department of Agriculture to cooperate in this effort to back up the farmers with much needed additional manpower. Whatever the State Department of Education and local school authorities see fit to do to encourage the Victory Farm Volunteers will be a contribution to the production of more food for more people.

"School youth who work on farms during vacation periods will add to the needed labor supply and will have an excellent work experience that will help to develop them physically. They should develop a better understanding of farm people and an appreciation of at least some economic and food problems of people in other parts of the world, if these problems have been presented as a reason for their being requested to work on farms as Victory Farm Volunteers.

"In view of these needs and of these opportunities, may I suggest that State Departments of Education and local school systems assist in the Victory Farm Volunteer Program for 1946."

Per Pupil Expenditures in City Schools

FOLLOWING is the fourth and last of a series of tables presenting expenditures per pupil for a selected group of city school systems. The first three tables appeared as follows: Data for 45 cities of Group I, populations of 100,000 or more, "Education for Victory," June 4, 1945; data for 68 cities of Group II, populations of 30,000 to 99,999 inclusive, SCHOOL LIFE, December 1945; data for 80 cities of Group III, populations of 10,000 to 29,999, inclusive, SCHOOL LIFE, February 1946.

The range in per pupil expenditures in a small group of 74 city school systems for 1943-44 was from \$38.90 to \$218.39, showing that comparisons of costs between cities cannot be made between any two cities of similar size but must be made between cities affected by the same geographic and social conditions. The small city which is the suburb of a large city has a much different cost pattern from

a similar size city which is the trading center for rural territory.

There is also a large variation in both the amount per pupil and the percentage of the total spent for the instruction account. The percentage distribution is greatly affected by the extent of the program of auxiliary services provided, health, transportation, etc., and the presence or absence of an adequate teacher-retirement system. The complete presentation of this study of expenditures per pupil in circular form will show the costs for most of the subitems making up the major items and thus to a large extent show why the costs in one city are so much greater than in another.

This table presents data for 74 cities of 2,500 to 9,999 population inclusive. In the 3 years from 1940-41 to 1943-44 the annual expenditure per pupil in average daily attendance for current expense purposes increased from \$82.17 to \$106.81 or approximately 30 percent.

(See table on next page.)

Total yearly current expenditure per pupil in average daily attendance, expenditure per pupil for the 6 major current expense accounts, and percent each account is of total current expense, in city school systems, 1943-1944

Group IV.—74 cities of 2,500 to 9,999 population (inclusive)

City	Total yearly current expenditure				Administration		Instruction		Operation of physical plant		Maintenance of physical plant		Auxiliary school services		Fixed charges	
	1940-41	1941-42	1942-43	1943-44	Expend- iture	Percent of total	Expend- iture	Percent of total	Expend- iture	Percent of total	Expend- iture	Percent of total	Expend- iture	Percent of total	Expend- iture	Percent of total
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Arithmetic mean of group IV.....	\$82.17	\$87.99	\$95.89	\$106.81	\$6.02	5.6	\$77.74	72.8	\$13.12	12.3	\$4.00	3.7	\$4.05	3.8	\$1.88	1.8
Miami, Ariz.....	113.14	108.92	114.52	136.90	7.84	5.7	100.37	73.3	16.12	11.8	5.55	4.1	5.80	4.2	1.22	.9
Arkadelphia, Ark.....	36.72	37.35	37.35	38.99	3.39	8.7	27.49	70.5	3.13	8.0	.46	1.2	2.51	6.4	2.01	5.1
Batesville, Ark.....	34.38	36.99	47.02	47.57	4.06	8.5	35.01	73.6	4.64	9.7	.55	1.2	1.65	3.5	1.66	3.1
Springdale, Ark.....	32.50	39.89	42.27	47.72	6.01	12.6	33.26	69.7	5.73	12.0	1.23	2.6			1.49	3.3
Piedmont, Calif.....	161.00	173.88	177.48		9.71	5.5	137.86	77.7	19.90	11.2	4.84	2.7	3.15	1.8	2.02	1.1
Pittsburg, Calif.....	128.14	135.97	152.04		4.92	3.2	111.43	73.3	20.21	13.3	3.94	2.6	8.94	5.9	3.60	1.7
San Rafael, Calif.....	175.74	182.97	175.11	187.73	7.98	4.2	134.78	71.8	24.17	12.9	5.20	2.8	12.68	6.8	2.92	1.6
Fort Morgan, Colo.....	82.18	94.63	104.92	108.43	4.42	4.1	74.62	68.8	13.01	12.0	3.95	3.6	10.28	9.5	2.15	2.0
Elberton, Ga.....	45.37	48.34	48.34	55.88	3.94	7.1	45.15	80.8	4.91	8.8	.98	1.8	.90	1.6		
Charleston, Ill.....	71.54	80.03	93.63	97.13	7.90	8.1	71.33	73.4	12.75	13.1	2.65	2.7	1.59	1.6	.91	.9
Paris, Ill.....	109.09	109.09	109.09		4.28	3.9	80.22	73.5	14.92	13.7	7.52	6.9	.72	.7	1.43	1.3
Batesville, Ind.....	85.85	94.64	96.77	98.09	10.54	10.7	64.67	65.9	12.35	12.6	2.34	2.4	5.32	5.4	2.87	2.9
Greensburg, Ind.....	82.17	85.92	91.96	103.94	4.59	4.4	78.33	75.4	17.00	16.4	3.31	3.2	.71	.7		
West Lafayette, Ind.....	105.93	109.28	125.48	131.35	8.48	6.5	95.45	72.7	19.02	14.5	3.52	2.7	2.52	1.9	2.36	1.8
Charles City, Iowa.....	80.16	86.95	99.18	106.79	4.88	4.6	76.48	71.6	17.03	15.9	4.20	3.9	1.37	1.3	2.83	2.6
Clear Lake, Iowa.....	81.42	78.35	90.02	105.45	6.66	6.3	78.52	74.5	16.82	16.0	2.14	2.0	.88	.8	.43	.4
Monticello, Iowa.....	77.08	81.64	84.38	83.46	9.10	10.9	61.48	73.7	9.92	11.9	2.77	3.3	.02	.0	.17	.2
Holington, Kans.....	73.62	76.85	75.30	79.32	5.33	6.7	58.92	74.3	13.08	16.5	1.27	1.6	.10	.1	.62	.8
McPherson, Kans.....	80.08	82.13	80.38	86.93	4.08	4.7	67.15	77.2	11.40	13.1	2.07	2.4	1.48	1.7	.78	.9
Wellington, Kans.....	65.76	65.18	68.53	81.23	4.43	5.4	63.00	77.6	11.02	13.6	1.72	2.1	1.06	1.3		
Hazard, Ky.....	40.17	44.85	46.29	56.22	3.55	6.3	44.43	79.0	4.57	8.1	1.92	3.4	1.08	1.9	.67	1.2
Mayfield, Ky.....	54.18	63.34	67.91	81.51	6.76	8.3	60.67	74.4	9.94	12.2	2.39	2.9	.59	.7	1.16	1.4
Old Town, Maine.....	55.87	59.78	77.45	88.81	4.56	5.1	62.65	70.5	16.94	19.1	.86	1.0	2.01	2.3	1.79	2.0
Dalton, Mass.....	95.85	103.42	106.09	133.65	6.49	4.9	82.32	61.6	15.86	11.9	20.57	15.4	7.57	5.7	.84	.6
Ludlow, Mass.....	100.84	116.20	139.95	148.07	7.54	5.1	105.29	71.1	16.35	11.0	.48	.3	16.24	11.0	2.17	1.5
Maynard, Mass.....	92.50	100.35	93.82	100.14	5.22	5.2	74.26	74.2	12.51	12.5	1.93	1.9	3.93	3.9	2.29	2.3
Rockland, Mass.....	83.77	92.60	105.66	117.24	5.82	5.0	85.48	72.9	16.46	14.0	4.11	3.5	5.37	4.6		
Ludington, Mich.....	91.49	99.77	99.76	126.23	4.65	3.7	94.25	74.7	16.21	12.8	5.91	4.7	4.14	3.3	1.07	.8
Cloquet, Minn.....	85.13	93.79	96.30	109.87	5.38	4.9	73.01	66.4	16.77	15.3	6.58	6.0	7.49	6.8	.64	.6
East Grand Forks, Minn.....	96.88	101.17	125.24	132.51	11.04	8.3	88.23	66.6	23.64	17.8	4.99	3.8	3.64	2.7	.97	.7
Little Falls, Minn.....	88.70	90.34	99.94	102.15	6.85	6.7	71.26	69.8	18.01	17.6	1.72	1.7	2.87	2.8	1.44	1.4
Bonne Terre, Mo.....	75.69	79.06	87.48	94.58	8.23	8.7	67.66	71.5	11.35	12.0	3.97	4.2	1.18	1.3	2.19	2.3
Monett, Mo.....	83.35	81.74	85.32	90.12	5.83	6.5	67.21	74.6	9.80	10.9	1.77	2.0	4.38	4.9	1.13	1.2
Crete, Nebr.....	80.74	77.84	91.13	99.65	8.41	8.4	72.23	72.5	12.34	12.4	1.77	1.8	3.11	3.1	1.79	1.8
Las Vegas, Nev.....	97.29	91.97	90.31	109.18	1.78	1.6	83.88	76.8	13.70	12.5	3.45	3.2	3.26	3.0	3.11	2.9
Somersworth, N. H.....	107.71	126.46	122.24		6.00	4.9	85.22	69.7	13.64	11.2	.75	.6	12.36	10.1	4.27	3.5
Dunellen, N. J.....	128.29	136.78	161.08	159.07	8.45	5.3	120.26	75.6	18.11	11.4	3.85	2.4	7.20	4.5	1.20	.8
Ocean City, N. J.....	176.27	181.76	211.84	218.39	12.84	5.9	148.78	68.1	31.50	14.4	10.04	4.6	13.53	6.2	1.70	.8
Roselle Park, N. J.....	120.29	128.03	138.23	149.31	8.14	5.5	114.88	76.9	16.49	11.0	5.08	3.4	3.79	2.5	.92	.6
Hot Springs, N. Mex.....	80.97	98.23	98.05		11.23	11.5	69.47	70.9	9.78	10.0	2.56	2.6	3.95	4.0	1.06	1.1
Portales, N. Mex.....	65.70	69.56	69.69	76.57	3.52	4.6	54.26	70.9	4.74	6.2	3.23	4.2	10.81	14.1		
Penn Yan, N. Y.....	123.29	127.08	124.16	138.76	7.92	5.7	98.02	70.6	15.70	11.3	2.47	1.8	5.07	3.7	9.57	6.9
Seneca Falls, N. Y.....	116.22	121.28	127.71	139.76	6.98	5.0	98.79	70.7	14.89	10.7	5.50	3.9	5.76	4.1	7.84	5.6
Tarrytown, N. Y.....	176.44	182.24	192.06	194.64	9.82	5.0	145.31	74.6	19.78	10.2	2.90	1.5	4.51	2.3	12.32	6.3
Albemarle, N. C.....	46.95	53.07	58.72	69.27	4.47	6.4	52.61	76.0	6.44	9.3	2.67	3.8	1.85	2.7	1.22	1.8
Southern Pines, N. C.....	49.68	55.01	63.02	80.35	6.65	8.3	62.45	77.7	7.33	9.1	1.56	1.9	.25	.3	2.11	2.6
Jamestown, N. Dak.....	60.65	66.32	75.76	87.84	4.19	4.8	65.95	75.1	13.51	15.4	3.37	3.8	.37	.4	.45	.5
Mandan, N. Dak.....	60.59	86.62	102.83		8.49	8.3	72.20	70.2	15.02	14.6	3.79	3.7	1.41	1.4	1.92	1.9
Bellevue, Ohio.....	100.51	120.77	123.02		9.58	7.8	83.11	67.6	19.84	16.1	6.98	4.9	.55	.4	3.96	3.2
Crestline, Ohio.....	82.20	85.96	93.76	93.74	6.30	6.8	69.10	73.7	11.29	12.0	1.29	1.4	3.06	3.3	2.64	2.8
Napoleon, Ohio.....	111.75	91.64	110.53	97.83	6.96	7.1	71.28	72.9	9.31	9.5	2.08	2.1	4.92	5.0	3.28	3.4
Wellston, Ohio.....	64.31	63.91	71.79	80.42	5.30	6.6	61.68	76.7	8.62	10.7	1.60	2.0	.82	1.0	2.40	3.0
Hugo, Okla.....	52.51	57.00	73.11		3.96	5.4	53.81	73.6	6.47	8.8	2.43	3.3	5.93	8.1	.51	.7
Pawhuska, Okla.....	52.58	59.29	68.52	80.28	6.73	8.4	60.01	74.8	9.36	11.7	2.47	3.1			1.72	2.1
Albany, Oreg.....	92.51	92.89	106.74	120.97	6.17	5.1	95.56	79.0	13.36	11.0	3.86	3.2	1.49	1.2	.64	.4
North Bend, Oreg.....	99.05	123.36	149.66		9.41	6.3	93.74	62.6	15.00	10.0	27.81	18.6	2.91	1.9	.79	.5
Bangor, Pa.....	83.76	85.27	101.55		6.45	6.4	74.81	73.7	10.29	10.1	4.17	4.1	2.07	2.0	3.76	3.7
Gettysburg, Pa.....	79.76	82.83	83.89	96.84	5.96	6.2	73.79	76.2	8.62	8.9	2.61	2.7	1.75	1.8	4.11	4.2
Morrisville, Pa.....	88.80	99.51	112.63	130.33	6.85	5.3	94.84	72.8	14.09	10.8	9.06	7.0	1.04	.8	4.35	3.3
Rochester, Pa.....	77.85	92.24	95.20	108.23	8.03	7.4	82.35	75.9	11.31	10.4	2.58	2.4	.59	.5	3.67	

SECONDARY EDUCATION

The Small School Problem Again—A State Report

by W. H. Gaumnitz, Specialist, Rural Education

According to data recently presented to the North Carolina State Board of Education (see table below), there are at present 1,981 elementary schools and 606 secondary schools in that State which operate with staffs of four or fewer teachers. The significance of these data lies in the fact that there still are so many extremely small schools in a State which has for years been in the vanguard of the movement to consolidate such schools. Moreover, the administrative structure of the school system of that State is generally favorable to the consolidation of its school attendance units. The administrative unit is primarily the county rather than the local school district, and most of the school funds come from State and county sources.

Small schools of North Carolina of four or fewer teachers

School	1-teacher	2-teacher	3-teacher	4-teacher	Total
Elementary:					
White.....	189	130	105	92	516
Negro.....	610	478	264	113	1,465
Total.....	799	608	369	205	1,981
Secondary:					
White.....	12	52	207	187	458
Negro.....	19	31	45	53	148
Total.....	31	83	252	240	606
Total:					
White.....	201	182	312	279	974
Negro.....	629	509	309	106	1,613
Total.....	830	691	621	445	2,587

The report presenting these data concludes that "consolidation is our gravest educational need. Keeping up these small schools is costly to the State and to the local units, and the students in these small schools are deprived of the better educational opportunities they would get in larger schools equipped to give training in vocational and agricultural studies. Furthermore, the small schools cannot possibly maintain sufficient libraries and physical education facilities."

The statistics for North Carolina also reveal that teaching staffs of one or two teachers are not limited to the elementary schools. A total of 606 of the high schools employ four or fewer teachers;

114 of them employ but one or two teachers. The report pointed out that in "some of the one-teacher and two-teacher high schools the teachers have to give more instruction in studies for which they haven't prepared than in studies in which they majored in college."

While the smallness of the schools need not necessarily result in making available a poor quality of educational opportunity to rural boys and girls—often at a higher cost than in larger schools—accompanying conditions usually lead to that outcome. The number of classes to be taught and the many types of pupil needs to be served in the smaller schools call for greater resourcefulness and self-dependence on the part of teachers. This would argue for policies which would place the best trained and highest paid teachers in such schools. But it is common knowledge that the lowest salaries paid and the minimum teacher-education requirements in almost every State are found in the smallest schools.

In a small school there is always the problem: How can a small staff provide educational opportunities which the variety of children attending will consider interesting and worth while? In each elementary school there must be instruction for children of every age group. On the one extreme, the school must start properly the beginners coming to it; on the other it must prepare its adolescents for entrance into high school. Within each age group, it must be prepared to deal effectively with a variety of environmental backgrounds and scholarship.

But beyond the variety of instruction needed in the grade school, the small high-school staff must train for college that proportion of farm youth, however small, which in every community looks toward higher education. The responsibility of keeping the door to the college open to all aspiring youth rests so heavily upon the average rural high

school that many provide nothing but college preparatory courses. To date only about one-third provide any kind of training in agriculture; only about two-thirds provide instruction in homemaking for rural girls and almost none for rural boys. The very difficult problem in the small high school of providing vocational orientation and specialized training to that large and growing segment of rural youth who must seek a livelihood in nonfarming industries and in urban communities has thus far scarcely been touched by most of the smaller high schools of the United States.

The best ways and means through which essential educational services can be provided at reasonable costs to all rural youth of high-school age and above need yet to be determined. The solution calls for far-reaching changes both in administrative organization and in instructional programs and techniques. The establishment in rural areas of larger units of school administration—with or without the consolidation of attendance units—is long overdue.

Whether such a unit is the county, a third or a half of a county, or the union of two or more counties is of less importance than that action programs be undertaken without delay. Small school districts cannot afford to provide the trained supervisors needed to help rural teachers achieve maximum effectiveness; they cannot afford such essentials as health services, student guidance, library services, home visitation, or special teachers of music, art, agriculture, homemaking, etc. Nor can they afford the special schools or training programs needed by youth who must leave the rural community and must be prepared to cope on equal terms with city youth with whom they will share the responsibility of a complex civic and industrial system; and they cannot afford the far-seeing leaders who will be needed to plan and operate a vitalized program of education for all American youth.



Intergroup Education

"Prejudice is a sin which everyone denounces and almost no one seriously confesses . . . the possessor does not think that he has it and does not think it dangerous if he has." This brief

quotation from a speech by Ralph W. Sockman suggests why it is important to do something about intergroup education. What one school system is doing is reported at length in the February 1946 issue of *Better Teaching*, a 12-page magazine published by the Cincinnati public schools.

The Brotherhood Creed formulated by pupils in the Cincinnati schools is a constant challenge to shun intolerance and to practice good citizenship:

"I will spread no unfounded rumor or slander against any person, sect, or faith.

"I will never indict a whole people or group by reason of the delinquency of any member.

"I will daily deal with every person only on the basis of his true individual worth.

"In my daily conduct I will consecrate myself to the ideal of human equality, human fellowship, and human brotherhood."

Public school teachers, principals, and community leaders in Cincinnati shared responsibility for preparing the material published in this issue of *Better Teaching*. Brief articles, cartoons, and quotations deal with reasons for and the danger of various types of prejudice, as well as the importance of positive education to help youngsters keep free from prejudices and to neutralize those which they have acquired. Teachers and administrators will find three features of this issue especially helpful: (1) a bibliography of useful books and films; (2) suggested teaching procedures in various fields; and (3) the analysis of intergroup problems in the Cincinnati schools.



Secondary Education for Veterans

University School of Ohio State University operated, during the summer quarter of 1945, a special project in secondary education for veterans. There has now appeared a report, *Secondary Education for Veterans of World War II*, descriptive of this experience. The bulletin is written by four instructors in the project and is published by Ohio State University.

The school was not a large one; only

14 veterans finished the work of the quarter. The ages of the enrollees ranged from 19 to 26. Educationally some had almost completed their high-school courses before entering military service, but some had left school so early that they could not expect to graduate by earning any set number of high-school credits. Three of them were married. Most of them were medical discharges with all the problems accompanying that condition.

On almost every page of the report one finds it emphasized that the veteran must be treated as an adult. Attendance at classes—a special problem with veterans—must be approached in ways peculiar to the problem and not by methods used with early adolescents. The program offered must be such as to appeal by its intrinsic worth, and the teaching methods employed must meet the veteran's need for individual work and his desire to get on without too many delays. The counseling must be personal and sympathetic without being patronizing. The whole program must be flexible, informal, and cordial. Above everything else, the experience with these veterans emphasizes the importance of establishing confidence—confidence of the veteran in himself, confidence in the school, and confidence in the instructor.

Among the most stimulating parts of the bulletin are the chapters dealing with the various subject areas. The discussions of English, social studies, mathematics, science, foreign languages, vocational subjects, and the arts were written by persons who did the actual instructing in these subjects.

World Affairs Week

The Providence, R. I. Department of Public Schools has published a teaching guide for classroom discussion which outlines the program used by the schools in the Ninth Annual World Affairs Week, held recently in conjunction with an adult community observance. Topics include the following presented in their relation to world peace: International Understanding, India Tomorrow, Economic Future of Europe, The Balkans, Chinese Art, Anglo-American Relations, Atomic Energy, The Small Nation, Labor, and Palestine.

The teaching guide was prepared under the direction of Elmer R. Smith, supervisor of curriculum research. Copies may be secured from Department of Public Schools, Administration Building, 20 Summer Street, Providence, R. I.

Teaching Money Management

A School Savings Charter issued by the U. S. Treasury Department will be awarded to each school which indicates to its State Savings Bond Office that it wishes to enroll in the School Savings Program "to promote understanding of the personal and national reasons for saving and to give students the opportunity to save regularly at school for the purchase of U. S. Savings Stamps and Bonds" the Treasury Department announces. Information may be obtained from the State Savings Bond Office or directly from the Education Section, U. S. Savings Bonds Division, U. S. Treasury, Washington 25, D. C.

Services of the U. S. Office of Education Available to Business Education

"Upon the business teacher, and those who train and direct him, falls the key function of helping to select, train, place, and upgrade those who will fill these jobs. The U. S. Office of Education will endeavor to supply those services which on the national level can contribute most to this end. To the tens of thousands of professional workers in the field of business education must go the important task of creating and maintaining that public interest and understanding which alone can supply the resources necessary to building a sound structure for the many phases of the broad field of business education."

With this statement, Dr. J. C. Wright, Assistant U. S. Commissioner for Vocational Education, U. S. Office of Education, concluded the Fourth Annual Delta Pi Epsilon Lecture, given at Cincinnati, Ohio. Dr. Wright's address, "Services of the U. S. Office of Education Available to Business Education," has been published in pamphlet form. Copies may be secured at 50 cents each from South-Western Publishing Company, Cincinnati, Ohio.

Suggested School Health Policies

FOLLOWING is the third and final installment of a report of the National Committee on School Health Policies, formed in 1945 by the National Conference for Cooperation in Health Education. A list of organizations represented on the Committee was published with the first installment in the January issue of SCHOOL LIFE. The second installment appeared in the March issue.

Health Aspects of Physical Education

Play and physical education contribute much to the health of children, but to assure the greatest values from such activities certain precautions and protective measures must be adopted and followed.

Adapting to Individual Differences

Students should choose or be assigned physical activities in accordance with their entering or subsequent medical examinations, and no activities should be prescribed or elected except as their physical status warrants. All pupils should be enrolled in physical education classes; those who by reason of illness or disability are unable to participate in the more vigorous forms of activity should be assigned to modified activity or to rest, but with full credit in any case. Where such provisions are made, no pupil need be excused from physical education enrollment. Assignment to modified programs of physical education, including corrective physical education, should be based on a physician's recommendation, and such specialized programs should be taught by qualified teachers and supervised by the school medical adviser.

When a student has been absent from school as a result of severe illness or injury, he should present, before participating in regular class activities, a physician's statement that he is physically fit to do so. All students who have been ill should be observed closely by the teachers for signs which might suggest that they are not altogether fit to participate in normal activities. Convalescents, even those recovering from colds, should not be required to

participate in strenuous activities. In the absence of accurate scientific data on the subject, girls should not be required to participate in vigorous activity during the early part of the menstrual period.

The Physical Education Class Program

Pupils in the elementary school should participate daily in a guided program of play and physical education activities. The activities should be varied in nature and suitable to the needs, interests, and physical condition of pupils. Individual and sex differences must be taken into account. Pupils should be classified and grouped according to their abilities. The program should include, as a minimum, an appropriate sampling of games, rhythmic, self-testing activities, relays, formal exercises, free play, and supervised play. A number of these activities may be taught and engaged in on a coeducational basis. Separation of boys and girls for instruction and participation in activities appropriate for one sex or the other should take place beginning with the upper elementary grades. Then, instruction and supervision should be by teachers of the same sex as the students. Every opportunity should be taken to integrate physical education activities with other areas of the curriculum.

Furthermore, when they reach junior and senior high school, students should be scheduled for daily periods of physical education. The time allowed should be sufficient for students to change to appropriate clothing and to have a reasonable period of activity followed by a shower. Classes should be small enough to permit adequate instruction and activity. The teacher load should be comparable to that of other classes and appropriate to the type of instruction. Physical education class periods should be utilized for the teaching of skills, attitudes, and understandings in the program of activities.

All possible precautions should be taken to prevent accidents. Habits of safety in activity—but not overcautiousness—should be developed.

Extra-Class Programs

Interscholastic athletic programs should be integral parts of physical education programs and as such should be financed by school boards and completely administered by school officials. In some communities there should be a shift of emphasis from interschool to intramural programs and other desirable club activities. More young people should receive the benefits of well-directed athletic programs. Coaches should be *bona fide* members of the faculty, and preferably should be trained and hold certificates as physical education teachers, knowing the fundamentals of each sport. Coaching is teaching.

Interscholastic athletic leagues should be confined to senior high schools. Interscholastic activities for junior high school pupils should be limited to occasional invitational meets or games. Junior high school boys should not compete in American football. An extensive program of intramural activities is strongly recommended for these students. Play days may be conducted to bring together pupils in different elementary and secondary schools for socialized participation in games, but no school championships should be involved.

Health Safeguards in the Athletic Program

The health and welfare of students should be the primary consideration in planning and conducting athletic programs in secondary schools. To protect the health of competing athletes, the following policies and procedures are recommended:

Adequate medical examinations should be provided for all athletes at the beginning and as needed during each season of participation, together with medical service at all contests. Following an illness, the readmittance of a pupil to participation in athletics should be made only on a physician's recommendation, and continued under his supervision. Adequate provision should be made for obtaining and paying for medical and hospital care of injured athletes. The best obtainable protective equipment should be provided for all participants and all reasonable

precautions should be taken to prevent accidents.

Contests should be selected which will not overtax the physical capacities of immature pupils. Competition should take place only between teams of comparable ability, as determined by standardized classification on such basis as strength or age, height, and weight. These may be a part of appropriate eligibility requirements.

Playing seasons should be of reasonable duration, with no postseason contests. No preseason game should be played until athletes are well drilled in fundamentals and are in excellent physical condition. There should be no State championships and no interstate competition except between schools located near State borders. Contests should be confined to small geographic areas within the State.

Boys should participate in only two interscholastic sports per year, and those in separate sport seasons.

Interscholastic boxing should not be permitted.

Interschool competition for girls should be limited to invitational events, chiefly in the form of sports days or play-days where mass participation is emphasized. All girls' athletic activities should be taught, coached, and refereed by professionally prepared women leaders, and should be divorced entirely from any interscholastic athletic contests for boys.

Education and Care of the Handicapped

No school health program is complete unless provisions are made for the identification of handicapped students and the adaptation of programs to meet their needs. The physical and mental health of a handicapped student may be further impaired by neglect of his special problem.

Identification of Handicap

Children should be considered handicapped whose physical disabilities or mental difficulties, arising from any cause, require from the school special attention beyond that given to other children. The amount or degree of disability determines the need for special attention; the nature of the disability guides the kind of special attention to be given.

Some handicapping conditions are obvious. Others, such as certain vision and hearing defects and some mental and emotional disorders, will be detected by the teacher in daily observations and by convenient classroom tests. Screening tests, where feasible, should be employed for this purpose. Still other conditions may be reported to the school by the parents or the student's own physician; such reporting should be strongly encouraged. Other defects may be revealed through the school medical examination or through psychological tests.

Determination of the *nature and extent* of the disability, either by examination or report, is the special responsibility of the school medical adviser and psychologist or both. They should have access to special diagnostic and consultation services as needed. The *amount and kind* of special attention which the mentally or physically handicapped child shall have, is to be determined by the principal administrator of the school after consultation with the school medical adviser, psychologist, and teachers who have had or will have the pupil in immediate charge.

The school should vigorously recommend proper treatment to the parents of the handicapped child and should, if necessary, direct them to agencies for treatment. In some instances apparently irremediable handicaps will be corrected or improved by proper treatment.

Social Adjustment is Essential

The handicapped child should be treated so far as possible just as if he had no handicap. Special attention should not go beyond that absolutely necessary to enable him to go along and to get along with the class in which he is placed. On the other hand, there can be no objection to making any modifications, exceptions, or provisions in the "regular" school program which will enable the handicapped child better to adjust himself to his tasks, teachers, and mates. The child should be helped to live successfully within his limitation, even if this means doing things in different ways and at different times from other children. He should be reasonably protected from feelings of incompetency, frustration, failure, or a sense of being *too* different (though ob-

viously somewhat different) from other children. Social adjustment is the paramount issue.

Adaptation of Regular School Program

Special provisions for handicapped pupils should be made so far as possible within the classroom to which they normally would be assigned. Assignment to special classes, even if they are within the resources of the school, should be kept to a minimum. Students in special classes should join with normal classes whenever feasible (as, for example, in sports and assembly programs) and not be kept as a completely differentiated group. In assigning pupils to special classes, due consideration should be given to mental capacity and previous educational attainments as well as to physical disabilities. Placement requires careful study of the individual pupil; there is no rule of thumb.

Among the special provisions that the school may properly make for handicapped students continuing in regular classes are the following:

- Specially constructed chairs and desks—for orthopedically disabled children.

- Appropriate seating arrangements—"down front" for children with vision or hearing defects.

- Scheduling of classes all on one floor.

- Rest periods and facilities (cots) for resting—for children with cardiac and other impairments.

- Permission to attend school for only part of the day.

- Adaptation of physical education requirements.

- Transportation to and from school.

If a school makes adequate adaptations for individual disabilities, even children with severe cardiac, orthopedic, and other physical handicaps may obtain their education in regular classes. For some students a combined hospital and school program may be desirable for certain periods of time. Most epileptics may attend regular school but the teachers and classmates should be properly prepared in advance to understand their problem.

Special Classes

Experience has shown that special "sight-saving" classes will benefit children with vision defects of 20/70 or worse in the better eye after correction

(and certain other eye conditions subject to amelioration in such classes).

Special classes are also appropriate for children with I. Q.'s between approximately 50 and 70. However, they should have individual intelligence tests by a competent tester before being enrolled in a special class.

The so-called "slow learners," with I. Q.'s between approximately 70 and 90, should be enrolled in regular classes. Well-trained teachers will soon recognize the mental handicap of these children and sympathetically give them opportunities for success and adjustment within their range of achievement.

Part-time special classes or special periods should be provided for pupils who need lip reading instruction or speech correction. In some areas this may require an itinerant teacher.

Severely crippled students, whether their condition is caused by cerebral palsy, poliomyelitis, other disease, or accident, may benefit from a special class or special school, but they should not be enrolled in such classes if it is possible to make adaptations appropriate to their disabilities in their regular class program.

Totally blind or deaf children require particular consideration and very specialized educational attention. A planned program for locating such children is needed. They should be enrolled in classes or schools adequately equipped and staffed to provide programs of education adapted to their limitations.

Since it is the responsibility of the school to provide education for all children in a community, some provision should be made for the regular instruction of the few "home-bound" children too handicapped to be enrolled in or attend school at all. Very often these children are completely forgotten and overlooked. Home instruction by a special tutor, home teacher, or specially assigned teacher helps these children to continue their education and prevents their feeling neglected.

Teachers of the Handicapped

Special classes require teachers with good basic preparation and experience with normal children as well as special preparation for understanding and helping the handicapped. The student-teacher ratio should be lower than that in regular classes, for more individual

attention is necessary in adapting educational goals and objectives, however limited, to the needs and capacities of severely handicapped children.

Qualifications of School Health Personnel

Application of sound school health policies and operation of a successful school health program obviously require personnel well-prepared for their tasks and well-qualified to solve the day-by-day problems arising out of continuing and shifting health needs.

Preservice Preparation of Specialized Health Personnel

Minimum requirements for various types of personnel frequently are embodied in certification and licensing requirements, but, whenever possible, employing agencies should utilize the more exacting qualifications recommended by professional organizations. Qualifications of school physicians and school dentists, whether employed by departments of education or departments of health, should meet or exceed those recommended by the Committee on Professional Education of the American Public Health Association. Similarly, qualifications of nurses in schools should meet or exceed those recommended by the National Organization for Public Health Nursing. Psychologists and nutritionists should meet the standards set by their professional organizations. Medical, dental, nursing, and other professional schools should give their students a better understanding of children and of school health programs.

Preservice Preparation of Teachers

Because the teacher has such an important role in the school health program, teachers colleges and other institutions preparing teachers need extensive programs of health education. The properly prepared teacher should be a healthy individual with accurate up-to-date information about health and the principles of healthful living. She should also be prepared to assume the responsibilities for the health of her students which the operation of a sound school health program has been shown to require. The specific objectives of teacher education for health education and suggestions for the content of courses may be inferred from the previous sections of this report.

Adequate health service programs must be organized in all colleges and institutions preparing teachers. Provision should be made for periodic medical examinations, effective health counseling, and suitable facilities and personnel for infirmary care. Every institution preparing teachers should have the services of one or more properly qualified health educators and of a physician and a nurse, one of whom should be full time. All students should enjoy living conditions which provide proper safeguards for health and mental efficiency and which encourage desirable standards of living.

Courses in personal and community health should be required for all prospective teachers. These courses, which are directed primarily toward helping the prospective teacher maintain or improve her own health and augment her understanding and appreciation of personal and community hygiene, should be supplemented by a course or courses that will inculcate the attitudes, knowledge, and skills required in carrying out her responsibilities in a modern school health program.

Such courses should prepare prospective teachers to: detect in children signs and symptoms denoting deviations beyond the normal range of physical, mental, and emotional health; understand the growth and developmental characteristics of children at different ages; become proficient in such procedures as weighing, measuring, and performing screening tests of vision and hearing; become acquainted with the techniques of health counseling, including methods of working with specialized health personnel and with parents; learn how to plan and conduct health instruction for various grades; and become familiar with the multi-form aspects of school health programs and the cooperation which they require from specialists and from community agencies.

Part of the preservice preparation of teachers should be obtained through active participation in school health activities and supervised practice teaching.

These institutions which prepare individuals for secondary school teaching need to offer programs which prepare certain students for giving direct health

instruction. The need for specially prepared teachers in this area is now more generally recognized than in former years, and the number of teachers so prepared should increase.

Recommended qualifications for health educators have been stated and are available. While no specific standards for health coordinators or health counselors have been promulgated, such individuals should have the same preparation recommended for health educators together with several years of experience in health education or other type of health work.

In-Service Education of Specialized Personnel and Teachers

Programs of in-service education should be provided for both professional health personnel and for teachers. Parts of such programs should bring together the different professional groups engaged in school health activities; other parts are conducted most appropriately through meetings of groups with similar professional interests and backgrounds. Systematic attention to periodical and standard literature on health and health education will also prove useful. Frequently, in-service programs must be organized on a regional or State basis, although large communities may well organize independent in-service educational programs.

Professional personnel working within a school system deserve the best of specialized professional supervision in order that they may know exactly what is expected of them in the performance of their duties in the school. The health council may aid in outlining duties so that they do not conflict or overlap.

One of the great needs in improving school health programs is better professional leadership and supervision of specialized school health personnel. In most schools, the school nurse if employed by a board of education works alone; if employed by a health department she often works under a general supervisor. Part-time school physicians and dentists usually are without the benefit of professional leadership and direction, except in some large cities.

In consolidated school districts and large communities, a full-time nurse-supervisor is warranted. In other places the school may join with other

community agencies, such as the health department or visiting nurse association, in obtaining a properly supervised school nursing service which is integrated both with community nursing activities and community educational efforts.

Plans should be developed to secure superior leadership for the medical and dental aspects of school health programs. Arrangements will vary, as in the case of nurses, according to local circumstances. Such professional supervision and leadership is vital to the realization of the goals of school health policies.

In most schools there are teachers whose preparation did not cover what is now included in teachers college courses in health education, child growth and development, and health care of children. If these teachers are to assume fully their functions in the school health program, it is essential that they be given in-service education. Such education is needed also to keep all teachers informed of new developments and procedures. It can be obtained through courses at teacher-preparing institutions, extension courses, or in-service units provided by local school authorities with the cooperation of health agencies, all bulwarked by appropriate books and journals.

Conclusion

In conclusion, it is plain that every school has some immediate opportunities for revising its own health policies and improving its health program. It is hoped that ideas for the betterment of health in thousands of different school situations may evolve from school health policies suggested in this statement. Progress can be made in many directions. Schools can undertake the following:

Organize a school health council;

Make provision for healthier school living by raising their standards of inspection for safety and sanitation, employing more understanding and emotionally stable teachers, paying more attention to the health of school personnel, and even by serving better food;

Improve the quality of health and safety instruction by according more time, securing better-qualified teachers, granting more scholastic credit, and providing more adequate teaching materials;

Clarify and sharpen their programs for the prevention and control of communicable diseases and avoidable accidents;

Institute wider programs of health counseling, including keener teacher observation, more frequent screening tests, and more useful medical and psychological examinations;

Enforce more adequate precautions in physical education and athletic programs;

Identify handicapped children sooner and provide more sensibly for them; Provide in-service education to help teachers understand the health problems of children;

Participate in programs of parent and community health education; and

Seek qualified medical advisers, nurses, health educators, and other necessary specialized health personnel.

Measurable results from the application of better school health programs cannot be expected overnight—but their conscientious pursuit must inevitably be reflected in improved mortality and morbidity records as well as in happier, healthier lives for millions of human beings. A healthier America waits upon and depends upon the universal adoption of sound school health policies.

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Twenty Million Victory Gardens!

The recent National Garden Conference of the U. S. Department of Agriculture recommended a national goal of 20 million victory gardens in 1946. The new goal represents an increase of 1,600,000 over the estimated number of gardens planted last year. The recommendation is based on urgent appeals of numerous high-ranking officials for greater efforts than ever to help meet the food crisis that the world now faces.

A broad program of home and community food preservation also was outlined at the Conference as a means of saving seasonal surpluses from gardens and farms to stock shelves against winter shortages. It was emphasized that the important aim of the garden program this year should be famine relief and famine prevention.

Library Service

(From page 10)

standing, but he maintains that "real education is a process that continues through life and can only be secured by one's individual efforts." Primary among the means of self-education are the reading and study of printed material. "The opportunity for the use of the printed material is furnished by the public library," concludes the Buffalo librarian. "The library is, therefore, an integral part of the educational system."

Postwar Library Program

Texas Libraries, whose publication by the Texas State Library was suspended over a year ago, reappeared with the first number of its eleventh volume in March 1946. Formerly a quarterly, this periodical is now planned as a monthly news letter to libraries.

A postwar library program has been announced by the Texas State Library,

including the reorganization of its own departments to obtain maximum efficiency, job analyses and time studies, expansion of its library placement activities, renovation of the library's premises, revision of library laws, achievement of an adequate State library budget, and cooperation with citizens' organizations in behalf of this expanded library program.

New Service Extended to Immigrants

A report of plans announced by Commissioner Ugo Carusi, Immigration and Naturalization Service, Department of Justice, for extended cooperation with the public schools, appears in the February issue of Monthly Review, official publication of the Department. Following are excerpts from the article.

The Immigration and Naturalization Service is now furnishing public schools with the names and addresses of immigrants soon after they arrive in this country in order that the schools may promptly inform them of the educational facilities available for preparing them for life in the United States.

For many years, the Service has cooperated closely with public schools in preparing candidates for naturalization to assume the duties and responsibilities of citizenship. This cooperative service has taken many forms, one of the earliest and most continuous of which has been providing the schools with the names of candidates for naturalization and assisting in recruiting these aliens for citizenship classes.

The new immigrant in many instances has to concern himself with total adjustment to a new language, new customs, new social and economic conditions and a new relationship to his government. It is at this point that he will be most receptive to the help that the school and other community agencies can give him and will profit most from the efforts put forth in his behalf. A large percentage of today's immigrants are young people; many are wives of American citizen members of the armed forces who have been stationed and married abroad. Indications are that a larger proportion of these immigrants will seek citizenship more quickly than previous immigrant groups.

The primary responsibility of preparing new Americans for functional citizenship and successful living belongs to the community and should be borne largely by the public schools. Unhappily, some communities have not yet accepted this responsibility to adult immigrants who are seeking citizenship. Fortunately, however, most communities that have an appreciable immigrant population do accept their responsibility to these future citizens. The Service is furnishing through its district offices the names and accompanying data (address, country of birth, age, sex, marital status and occupation) to the appropriate responsible administrative officials of public schools who (1) manifest a genuine interest in meeting the educational needs of the individuals to be served, (2) agree to respect the confidential nature of the data that are to be placed in their hands, (3) give assurance that safeguards will be set up to insure that no pressures will be exerted on the individuals involved, and that where personal visits are made to the immigrants only workers who have had some special preparation for the type of approach that should be made and the counsel that should be given will be used, and (4) will exercise caution to see that no discrimination is practiced.

In many communities social service agencies and various civic and patriotic organizations have rendered invaluable service both to the alien and the public school program by recruiting students and cooperating in other ways with the schools and the Service in the assimilation of foreign-born adults into the American way of life. No doubt such agencies will be as anxious to assist the local public schools in this important work in the future as they have been in the past. Section 356.8 of the Nationality Regulations provides that this Service "shall take steps to obtain the aid of and cooperate with . . . social service, welfare, and other organizations having as one of their objects the adequate preparation of applicants for naturalization for their citizenship responsibilities." Consistent with this regulation, the Service stands ready to help local public schools in arranging with suitable community agencies to render immediate assistance in carrying forward their program.

Financing the Public Schools of Kentucky

Timon Covert, Specialist in School Finance, presents the following report, based upon data supplied by J. D. Falls, Chief, Bureau of Finance, Kentucky State Department of Education.

Section 183 of the Constitution of the State of Kentucky specifies that the General Assembly shall, by appropriate legislation, provide for an efficient system of common schools throughout the State. While this section may be considered the basic constitutional provision relating to the establishment of public schools in the State, a number of other sections relate directly to them or to their support. For example, one section deals with the administration of the State's permanent school fund; one with the levying of local taxes, including those for schools; and another provides for the election of State officers, including a superintendent of public instruction.

In accordance with authority granted by and instructions in the State Constitution, legislation has been enacted which provides for the establishment of a system of common schools and for their administration, supervision, and support.

The principal provisions for administering the schools and for their financial support are described in this report. Data for the school year ended June 30, 1945, are included to show the significance of various revenue sources and of the methods of apportioning State school funds.

Units for School Administration and Support

Section 156.070, Kentucky Revised Statutes provides:

The State Board of Education shall have the management and control of the common schools, public higher education for Negroes, public vocational education and vocational rehabilitation, and the Kentucky School for the Blind.

The foregoing statutory provision clearly indicates that the State is the paramount authority for the function of education in Kentucky. Other provisions of the law however, delegate to the 120 counties and the 156 local "in-

dependent" school districts much of the detailed responsibility for carrying the education program into effect.

The State

As already explained, there is constitutional provision for the election of a State superintendent of public instruction and legislative provision for a State board of education. This board is composed of the State superintendent, who serves as chairman, and 7 members appointed by the governor for 4-year overlapping terms "without reference to . . . political affiliation."

By constitutional and legislative provision, the State board of education has the management and control of the public schools, determines the education policy, prepares courses of study, certifies teachers, and approves local school budgets and salary schedules.

The State superintendent of public instruction is the executive officer of the State board of education. The following are among his important duties: Heading the State department of education; deciding controversies involving the administration of the public schools; supervising the taking of the school census; passing upon plans for school buildings; making annual computations for distributing State school funds; preparing rules and regulations for the transportation of pupils; receiving statistical and financial reports from school districts; auditing accounts of local school boards; and inspecting, supervising, and administering school systems. In many cases the work of the State superintendent of public instruction is carried on as functions of the executive officer of the State board of education; consequently, some decisions he makes regarding public school matters are submitted to that board for approval or disapproval.

The Counties

With the exception of "independent" districts, each county of the State constitutes a school district. That is to say, all the territory of each county not included in any independent school district or districts, constitutes a single school district. Thirty-five of the 120

counties have no independent districts within them; consequently, each of these 35 counties is a school district comprising an entire county. Each of the remaining 85 counties contains one or more independent school districts and therefore is not a complete county school district.

The schools of each county school district are administered by a board of education. Similarly the schools of the territory of each county not included in independent school districts, are administered by one board of education. In either case the board, designated "county board of education," is composed of five members, who are elected from the district at large by the voters thereof for 4-year overlapping terms of office.

The county board of education appoints a superintendent of schools and has general control and management of the public schools of the county school district. More specifically, each board of education "may establish such schools and provide for such courses and other services as it deems necessary for the promotion of education and the general health and welfare of pupils, consistent with the rules and regulations of the State Board of Education."¹ Other duties include the making of a budget setting forth the needs of the schools of the county district, recommending to the fiscal court a general property tax rate and a poll tax, not to exceed \$2 on each male inhabitant less than 70 years of age, to be levied and collected for school purposes, and borrowing on the credit of the district when necessary up to 75 percent of anticipated school revenues to be collected.

County superintendents of schools are appointed for 1, 2, 3, or 4 years, as the county board of education may determine. The county superintendent of schools is the executive officer of the county board of education and advises this board on all matters pertaining to the schools of the district.

Subdistricts within county school districts.—Subdistricts exist within some, but not all county school districts. At present, 44 of the 120 counties have subdistricts ranging from 1 to 15 per county. No subdistrict may be con-

¹ Kentucky School Laws, 1942. Sec. 160.290, Frankfort, Ky.

tinued which has fewer than 50 white pupils of school age residing therein, unless the State board of education upon application of a county board of education authorizes the maintenance of such district as an emergency measure from year to year. Furthermore, the county board of education is authorized to abolish subdistricts. This type of district exists for the purpose of raising revenue for schools by local taxation, for nominating teachers, and for exercising, under general supervision of the county board of education, control over the school property of the subdistrict.

The voters of each subdistrict elect a school trustee and, at an election called for the purpose, decide the questions of local school taxation and bonded indebtedness for raising funds for capital outlay purposes for their schools. It is the duty of the subdistrict trustee to nominate teachers for appointment by the county board of education, to control and care for school property within the district, and with the advice of the county superintendent of schools otherwise to promote the welfare of the schools.

Local "Independent" School Districts

Any school district embracing a city of either of the first 5 classes together with any territory outside the city limits which has been or may be added for school purposes or any graded common-school district having a school census of 200 or more white children is designated "independent school district". Each school district of this type is required to maintain a 12-grade school or otherwise provide for the schooling of its children through the twelfth grade.² Any such district whose number of school census children falls below 200 may operate temporarily at the discretion of the State board of education.

The schools of each independent school district are administered by a board of education which, like the county board of education, is composed of five members, elected from the district at large for 4-year overlapping terms. (Neither county nor independent school board members are paid salaries, but each county school board

² Colored children in certain independent districts are provided school facilities by the county school district.

Amount of Funds for the Public Schools and for the State Department of Education of the State of Kentucky, by Source, for the School Year Ended June 30, 1945

I. From the Federal Government:

(a) For distribution to school districts:	
1. Allotment for vocational education.....	\$514,027.61
2. Allotment for civilian rehabilitation.....	61,000.00
3. Allotment from National Forests.....	10,229.22
Subtotal.....	585,256.83
(b) For the State department of education:	
1. For administering the vocational education program.....	41,569.62
2. For administering the civilian rehabilitation program.....	96,511.11
Subtotal.....	138,080.73
Total from the Federal Government.....	723,337.56

II. From the State Government:

(a) For distribution to county and independent school districts:	
1. Income from State's permanent school fund ²	\$138,937.63
2. General fund appropriation.....	17,027,112.37
(Includes funds for general and special school purposes)	
Subtotal.....	17,166,050.00
(b) For the State department of education.....	97,500.00
(Includes funds for all expenses)	
Total from the State Government.....	17,263,550.00

III. From County and Independent School Districts:

1. From county school districts:	
(a) Funds from county district taxation.....	8,386,793.79
(b) Other county sources.....	625,204.77
Subtotal.....	9,011,998.56
2. From independent school districts:	
(a) Funds from district taxation.....	9,148,829.64
(b) Other district sources.....	124,385.22
Subtotal.....	9,273,214.86
Total from county and independent school districts.....	18,285,213.42
Grand total.....	36,272,100.98

¹ Does not include funds allotted to the State or to the schools for emergency education purposes.

² Paid from general fund of the State and is actually interest on the debt owned by the State to the permanent fund.

member may be paid actual expense, not to exceed \$100 a year, for attending meetings and for performing other authorized duties.)

Independent school districts vary in size from one having only 200 school census children to another comprising the largest city of the State.

Sources of Funds for the Public Schools and for the State Department of Education

Revenues derived from public taxation for public school support in Kentucky come from the Federal Government, the State Government, and from school districts (either county or independent). For the school year ended June 30, 1945, the percentages derived

from these three sources were 1.99, 47.60, and 50.41, respectively.

From the Federal Government

Kentucky, like other States, receives annual allotments from the Federal Government for vocational and rehabilitation education. The amounts for the year 1944-45 are indicated in the accompanying tabulation. In addition, 25 percent of the receipts from National Forests are returned to the respective States where collected for the benefit of public roads and public schools of the counties wherein the forests are located. The amount from this source received by the State of Kentucky for the year and used for public schools is shown in the tabulation.

From the State Government

Funds for the public schools of Kentucky which are supplied by the State Government are derived from the State's permanent school fund and from the general fund of the State. The State's permanent school fund does not exist in fact, but consists of bonds on which the State pays interest to the fund. This interest, which actually comes from the general fund, becomes a part of the annual school fund for distribution to the several school districts of the State. For the school year ended June 30, 1945, the interest on these bonds amounted to \$138,938.

The legislature regularly determines the amount of funds to be provided by the State for the schools. Then that body authorizes an appropriation from the general fund of the State equal to the amount so determined, including the interest due on the permanent school fund. For the school year under consideration, the amount of \$17,263,550 was provided from State sources. This includes all funds provided for general distribution, for special school purposes, and for equalization of school costs among districts.

From the Counties

The county in Kentucky does not function as an intermediate unit for the production of revenue for public schools, as it does in some States. Taxes for school purposes are levied on the property within each county school district which, as already explained, includes the entire county exclusive of any territory composing independent school districts located therein.

The county superintendent of schools, as the executive officer of the county school board, prepares a budget for the annual needs of the schools in the county district. After such budget has been approved and adopted by the county board of education, it is submitted to the State board of education for final criticism and approval. For meeting such approved budget, a tax of not less than 2.5 mills or more than 7.5 mills is levied by a county fiscal board on each dollar of the assessed valuation of the general property within the district.

In addition to a tax on general property, other taxes which may be levied locally for the public schools include (a) a poll tax, not to exceed \$2 on each man from 21 to 70 years of age (applies to any type of school district except first class city school districts) and (b) taxes on certain intangibles, such as bank stock and franchise corporations.

From "Independent" Local School Districts

Provisions for raising school revenue in local independent school districts are much the same as those described for county school districts. About the only difference is in tax rates which may be levied and in the officials for making the levy and collection of taxes. The maximum rate which may be levied for current school expenses is 10 mills on the dollar of the assessed valuation in city school districts of the first and second class, and 15 mills in cities of third and fourth class and 12.5 mills in other types. The minimum tax which may be levied is 2.5 mills in all cases excepting city districts of the first class in which the minimum is 3.6 mills. The levies and collections are made by municipal fiscal officers in most cases. As in county school districts, a \$2 poll tax may be levied for school purposes in all excepting city school districts of the first class.

From Subdistricts Within County School Districts

The board of education of any county school district may and, when petitioned by 40 percent of the voters of any subdistrict within the county, shall submit to the electors of the subdistrict the question of deciding whether a school tax levy shall be made for the benefit of the school or schools of such subdistrict. A majority vote in favor of such issue carries the proposition. The levy to be made in any subdistrict may not exceed 7.5 mills on the dollar of the assessed valuation within the subdistrict.

School District Bonded Indebtedness

A two-thirds majority vote of the electors of any school district is required to authorize the voting of bonds for capital outlay or other purposes. The administration of such indebtedness is regulated by constitutional provisions and legislative enactments.

Apportionment of Funds Provided by the State of Kentucky for the Year Ended June 30, 1945

The funds which the State provides for the public schools are distributed as general school aid to all school districts throughout the State, as special aid or for special purposes such as the purchase of textbooks, and to equalize school costs among the districts of the State. The amount apportioned for the school year ended June 30, 1945, on each of these three bases and the apportionment methods are described here.

I. General Aid

State funds provided for general school aid are apportioned to the school districts on the basis of the school census (children of ages 6 to 18 years inclusive). It is used for teachers' salaries only. For the school year 1944-45, funds apportioned on this basis amounted to \$13,500,000.

II. Special Aids

State funds are used to supply free textbooks for pupils in grades 1 to 8 and to assist certain school districts with approved vocational and rehabilitation education programs. There are also a number of other special purposes for which State funds are used. However, only those named are described here.

(a) *Textbooks.*—State funds amounting to \$500,000 are made available annually for the purchase and distribution of textbooks for use of pupils in grades 1 to 8 inclusive.

(b) *Vocational education.*—State funds are supplied to match those allotted to the State for vocational education. The distribution is administered by the State board of education serving as the State board for vocational education. For the year under consideration, \$328,250 were distributed for this purpose.

(c) *Vocational rehabilitation.*—The State provides a sum annually for civilian rehabilitation to match funds for the same purpose received from the Federal Government. The amount for the year ended June 30, 1945, was \$61,000. The administration is by the State board of education.

III. Equalization Aid

An apportionment² of \$1,500,000 is made for distribution to school districts which maintain approved schools, but have insufficient revenue from all sources including the proceeds of the maximum local school tax levy and from the State apportionment on the school census basis, to equal \$40 per pupil in average daily membership. State funds are distributed to any such school district whose salary schedule and budget have been approved by the State board of education equal to the difference between its available funds and the amount required to support school, computed as indicated above. The ability of school districts to support school and other relevant facts necessary for the administration of the equalization fund are determined under the direction of the State superintendent of public instruction with the approval of the State board of education.

Report From National League of Nursing Education

College girls form a larger proportion of the first-year students in western schools of nursing than in eastern schools, according to a study by the National League of Nursing Education, appearing in the March *American Journal of Nursing*.

While an average of 10 percent of the young women beginning their nursing education in 1945, throughout the United States, had 1 or more years of college credit—an increase over 9 percent in 1944—the proportion varied from 5 percent in the Middle Atlantic States to 30 on the Pacific coast. High-school graduation is a minimum requirement for all State-approved schools of professional nursing, but many give preference to students entering with advanced credits and some require 2 or more years of college work for entrance.

As between schools of nursing offering a diploma and those connected with colleges or universities offering degrees

as well as diplomas, 96 percent of the Nation's 61,471 first-year students (admitted during the school year 1944-45) are enrolled in the former and only 4 percent in the latter. With relaxation of wartime pressures for accelerated courses, it is believed that the 4-year and 5-year university programs leading to a degree will attract a growing number of students who hope to qualify for responsible positions in nursing.

Visiting Teachers of English

Sixteen teachers of English from eight of the other American Republics have recently visited this country on U. S. Office of Education fellowships. During the first part of their visit they were divided into two groups, some studying at the University of Florida and the others at the University of Texas. Each took an intensive course in the English language, with particular emphasis on teaching English as a second language.

This work was followed by a month in different high schools and colleges, studying the educational system and participating in classroom activities. Following are the names of the teachers and the educational institutions visited, listed by countries represented:

ARGENTINA:

Matilde Infante, Clifton High School, Clifton, N. J.
Mrs. Haydee de Lopez Arias, John F. Hughes School, Utica, N. Y.

COSTA RICA:

Julio Castro Barquero, Hughes High School, Cincinnati, Ohio.
Alberto Hernan Garnier Ugalde, Henry Clay High School, Lexington, Ky.
Virginia Zuniga Tristan, Waukesha Junior-Senior High School, Waukesha, Wis.

CUBA:

Maria Aurora del Valle, Roosevelt High School, Washington, D. C.
Amanda Eslaimen, Eastern High School, Baltimore, Md.
Mercedes Rubira, Columbia College, Columbia, S. C.

GUATEMALA:

Mrs. Marta Molina de Madrid, Olivet College, Olivet, Mich.
Manuel Ponciano, Shortridge High School, Indianapolis, Ind.

MEXICO:

Norberto Hernandez Ortega, Bloom Township High School, Chicago Heights, Ill.
Berta Melgar, Jackson High School, Jackson, Mich.

PARAGUAY:

Crispulo Adelio Romero, Sunbury High School, Sunbury, Pa.

URUGUAY:

Mrs. Palmira Vasquez de Areco, Eastern High School, Baltimore, Md.

VENEZUELA:

Mrs. Marita Osuna de Soto, State Teachers College, Farmville, Va.
Rafael Herrera Fernandez, Union High School, Union, N. J.

"the defense of peace"

"The Governments of the States parties to this Constitution on behalf of their peoples declare that since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed . . ." states the preamble of the Constitution of the United Nations Educational, Scientific and Cultural Organization.

Based on this preamble, the Department of State has recently published part 1 of a pamphlet titled "the defenses of peace." Contents of the pamphlet include the following: Report to the Secretary of State from the Chairman of the United States Delegation; Final Act of the United Nations Conference for the Establishment of an Educational, Scientific and Cultural Organization; Constitution of the United Nations Educational, Scientific and Cultural Organization; Instrument Establishing a Preparatory Educational, Scientific and Cultural Commission; Resolution Adopted by the Conference; and Delegation of the United States of America.

A limited supply of part 1 of "the defenses of peace" is available free on request from: Division of Research and Publication, Department of State, Washington 25, D. C.

Consultant in Work with Schools

The Massachusetts Department of Education has announced the appointment of Sarah A. Beard as a consultant in work with schools in its Division of Public Libraries. Sixteen States now employ a librarian to serve as a consultant or supervisor of school libraries. Of these positions, 13 are in State departments of education and 3 are in State libraries.

² The amount which can be distributed on bases other than actual school census basis, is limited by the State Constitution to not more than 10 percent of the total appropriation for distribution on the school census basis.

U. S. GOVERNMENT ANNOUNCES

Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.

New U. S. Office of Education Publications

Report on the Cultural Missions of Mexico. By Guillermo Bonilla y Segura. Washington, U. S. Government Printing Office, 1945. 61 p., illus. (Bulletin 1945, No. 11) 15 cents.

Based on a manuscript written in Spanish by the Chief of the Cultural Missions Department of the Secretariat of Public Education of Mexico. Presents the objectives, organization, operation, achievements, and plans of the Cultural Missions Program.

State Plans for Financing Pupil Transportation. By Timon Covert. Washington, U. S. Government Printing Office, 1946. 52 p. (Pamphlet No. 99) 15 cents.

Defines the various situations wherein pupil transportation at public expense is provided in the different States, and explains the legal provisions for meeting the expense of this service.

New Publications of Other Agencies

Federal Security Agency, Social Security Board. *Social Security Yearbook, 1944.* Washington, U. S. Government Printing Office, 1945. 169 p. 50 cents.

This supplement to the *Social Security Bulletin* presents an over-all view of the problems of old age, unemployment, and public assistance benefits. Contains text, tables, and graphs.

Pan American Union. Division of Intellectual Cooperation. *Contemporary Art in Latin America: No. 2.* Washington, Pan American Union, 1945. 14 p. and 32 plates of paintings and sculpture. Unbound. 35 cents per set.

Packet contains reproductions of works by 36 artists of 16 countries, together with a booklet giving biographical sketches of the artists.

Children in Latin American Art. Washington, Pan American Union, 1945. 8 p. and 12 plates. Unbound. 25 cents per set.

Prepared for use of both teachers and pupils, each picture is accompanied by two texts. One describes the work in terms designed to awaken a child's interest, and the second, a brief biographical note, is intended as a guide for the teacher.

U. S. Civil Service Commission. Library. *Efficiency Ratings, 1940-1945: a Selected List of References.* Washington, U. S. Civil Service Commission, 1946. processed. 19 p. Single copies free from Library, U. S. Civil Service Commission as long as limited supply lasts.

References cover practices in industry and commerce, as well as those in Federal, State, and local government.

U. S. Department of Agriculture. Bureau of Human Nutrition and Home Economics. *How to Tailor a Woman's Suit.* Washington, U. S. Government Printing Office, 1946. (Miscellaneous Publication 591.) 24 p. Single copies free from the Office of Information, U. S. Department of Agriculture, as long as supply lasts.

This booklet reduces suit tailoring to its simplest terms for the woman who wishes to make a suit at home.

Farm Credit Administration. Cooperative Research and Service Division. *Research Practices and Problems of Farmers' Regional Associations.* By Martin A. Abrahamsen. Washington, U. S. Department of Agriculture, 1946. (Miscellaneous Report No. 96) processed. 73 p. Single copies free while supply lasts from Director of Information and Extension, Farm Credit Administration, U. S. Department of Agriculture, Washington 25, D. C.

Discusses the purpose of research and indicates how research may be applied to the industrial and business activities of farmers' regional purchasing associations.

U. S. Department of Labor. Children's Bureau. *Migrants' Children Need Daytime Care.* By Ione L. Clinton. (*The Child*, vol. 10, p. 125-127,

February 1946.) Single copy, 10 cents; annual subscription, \$1.

An account of how this problem is being met in one State.

Women's Bureau. *Physicians' and Dentists' Assistants.* Washington, U. S. Government Printing Office, 1946. (Bulletin 203, no. 11) 15 p. 10 cents.

This pamphlet is one in the series which presents the postwar outlook for women in occupations in the medical and other health services.

U. S. Department of State. *The Credit to Britain: The Key to Expanded Trade.* By Dean Acheson. Washington, U. S. Government Printing Office, 1946. (Publication 2469) 16 p. 10 cents.

An address delivered before the United Nations Associations of Maryland, Baltimore, Md. February 1, 1946.

"the defenses of peace." Part I. Washington, U. S. Government Printing Office, 1946. (Publication 2547) 31 p. 10 cents from Superintendent of Documents, or single copies free from Department of State as long as limited supply lasts.

Contains documents relating to UNESCO, the United Nations Educational, Scientific and Cultural Organization, including the final act of the United Nations Conference for the establishment of the organization, the constitution, prepared at London, and resolutions adopted. Part II, separately printed, contains a summary and analysis of the Constitution of UNESCO, and related documents.

U. S. Office of Price Administration. *A Home You Can Afford.* Washington, U. S. Government Printing Office, 1946. 32 p. Single copies free from local OPA offices as long as supply lasts.

A popular presentation of the housing problem in the reconversion period.

How Much Will It Cost? Washington, U. S. Government Printing Office, 1945. 8 p. Single copies free from local OPA offices as long as supply lasts.

A brief discussion of the full production—full consumption price problems which lie ahead.

U. S. Superintendent of Documents. *Price List 53: Maps.* Washington, U. S. Government Printing Office, 1946. 37th ed. 16 p. Free from Superintendent of Documents.

A list of maps available for sale.